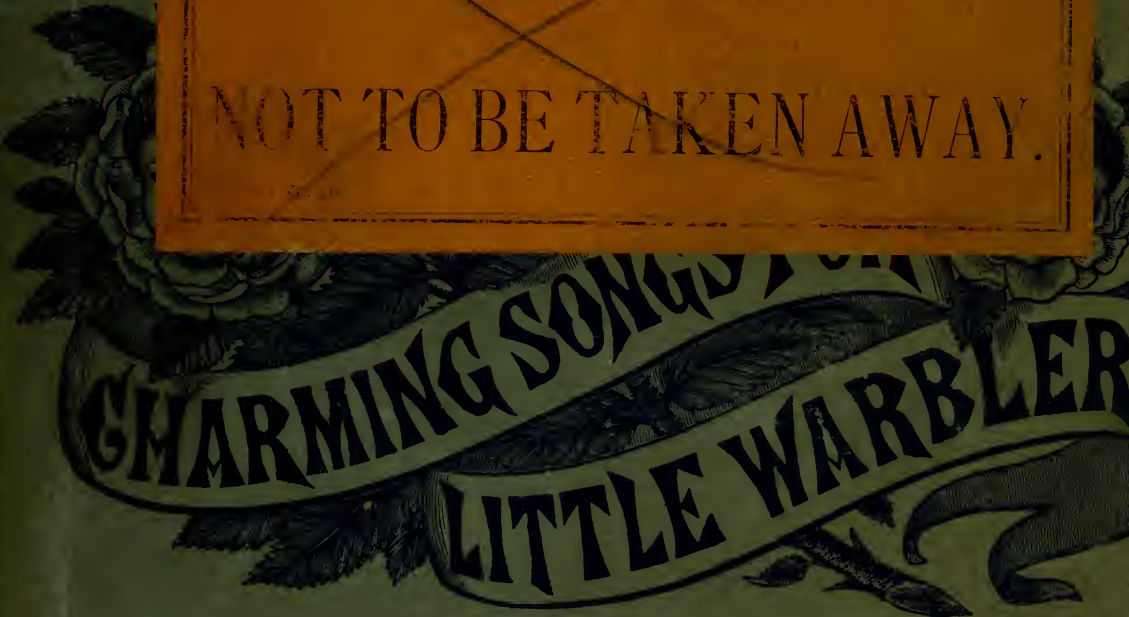




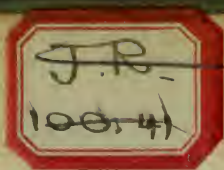
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CHILDREN'S ROOM.

NOT TO BE TAKEN AWAY.



CHARMING SONGS
LITTLE WARBLERS



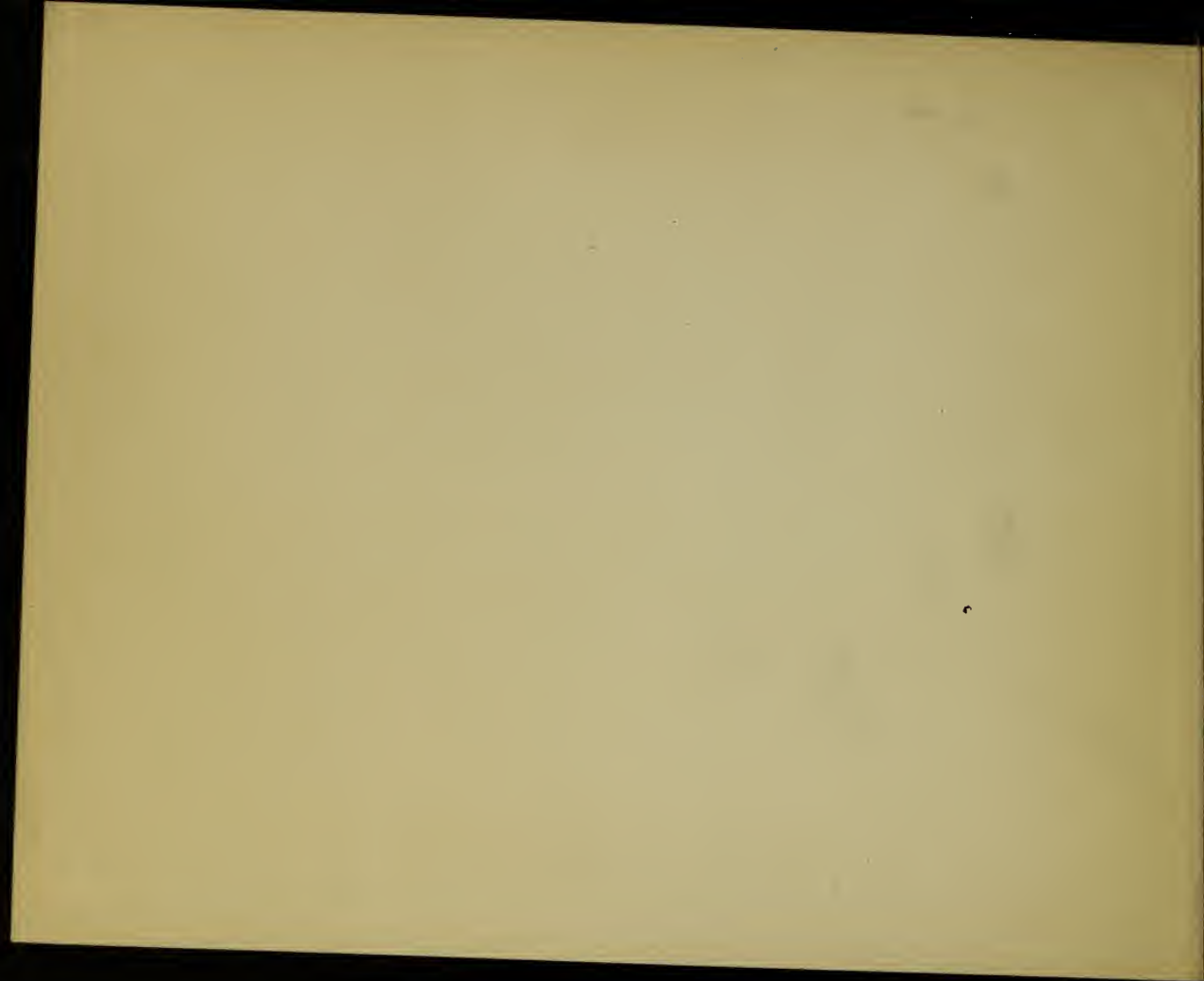
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BOSTON SCHOOL SERIES.

CHARMING SONGS

FOR

LITTLE WARBLERS.

BEING A COLLECTION OF SEVENTY-EIGHT SONGS,

ARRANGED FOR THE PIANO-FORTE OR HARMONIUM,

Culled from the Children's Music of Every Land.

By GEORGE GILL.

BOSTON:
BOSTON SCHOOL SUPPLY COMPANY.
15 Bromfield Street.

20

Gift of the Publishers
through
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C. J. PETERS & SON, ELECTROTYPERS,
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PREFACE.

LET us make the music of the school the means of inspiring our little ones with a desire for whatever is *good, true, and pure* in life; for outside the *home circle* there is no power which influences the *morality of childhood* so much as the songs and verse our children are accustomed to sing.

We should, therefore, encourage the singing of the choicest tunes only, set to words of soundest sentiment and loftiest aspirations.

"*Charming Songs*" is intended to supply a selection of simple and attractive melodies for ordinary occasions.

The *tunes* have been culled from the children's music of many climes; the *pitch* of each brings it within the register of the Infant's Voice, and the *harmonies* are so simple that the most amateur pianist will find no difficulty in playing the accompaniments.

I trust the vitality of the music, and the elevated tone of the poetry, will contribute to its due share of good in the great educational work of the *Infant School*, the *Home*, and the *Nursery*.

CONTENTS.

	Page
Preface - - - - -	iii
How Many Miles to Baby Land? - - - - -	5
If I were a Sunbeam - - - - -	6
Baby Skies - - - - -	7
Little Lips - - - - -	8
Mamma's Love - - - - -	9
Swing, Cradle, Swing - - - - -	10
Beautiful Sea - - - - -	11
Rosalind - - - - -	11
I'm glad I am a Farmer - - - - -	12
Oh, who'll come and play? - - - - -	13
Come away - - - - -	14
Comes the Rain - - - - -	15
The Clock - - - - -	16
A Little Boy's Speech - - - - -	17
Ten Little Fairies - - - - -	18, 19
The Horse to his Rider (<i>A Round</i>) - - - - -	19
If a Body finds a Lesson - - - - -	20
Whistle and Hoe - - - - -	21
We are but Minutes - - - - -	22
Oh, Broad Land, Oh, Fair Land - - - - -	23
Three Things (<i>A Round</i>) - - - - -	23
Wonderful Things - - - - -	24
Make Home Beautiful - - - - -	25
Oh, how I love the Summer - - - - -	26, 27
Leaf by Leaf the Roses fall - - - - -	28
Come to Dinner - - - - -	29
Catching Sunbeams - - - - -	30
Up in the Tree - - - - -	31

	Page
The Song of the Cuckoo - - - - -	32
Paddle your own Canoe - - - - -	33
Chick-a-Dee - - - - -	34, 35
Don't give up - - - - -	35
The Song of the Bee - - - - -	36, 37
God is Love - - - - -	37
Never tell a Lie - - - - -	38, 39
Bow-Wow - - - - -	40
What says the Clock? - - - - -	41
The Rose Bush - - - - -	42, 43
The Hare and the Hunter - - - - -	44
The Hobby Horse - - - - -	45
Happy, Blithe, and Gay - - - - -	46
I love to View - - - - -	47
Lightly Row - - - - -	48
Questions and Answers - - - - -	49
The Swiss Toy Girl - - - - -	50, 51
Raise your Voices (<i>A Round</i>) - - - - -	51
The Bird, the Book, and the Flower, 52, 53	54
The Sweets of Spring - - - - -	54
March Away - - - - -	55
Chatter Box - - - - -	56
The Jolly Miller - - - - -	57
'Tis Four o'Clock - - - - -	58
Merrily, Oh! - - - - -	59
I Love our Pleasant School - - - - -	60, 61
Katy did, Katy didn't - - - - -	62, 63
Hunting the Hare - - - - -	64
Robin Redbreast - - - - -	65

	Page
The Singer's Invitation - - - - -	66
When my Ship comes in - - - - -	67
I'll rise up early in the morning - - - - -	68, 69
What the Lambkin said - - - - -	70

SONGS FOR OPENING SCHOOL.

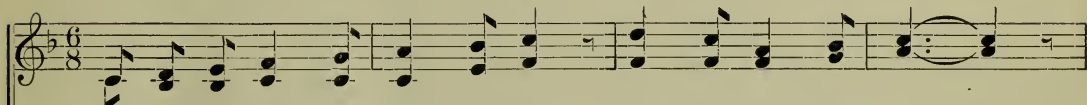
Morning Song - - - - -	71
God is Good - - - - -	72
Good Morning - - - - -	73
Get up Early - - - - -	74
The Merry Sunshine - - - - -	75
In the Morning Early - - - - -	76

SONGS FOR CLOSING SCHOOL.

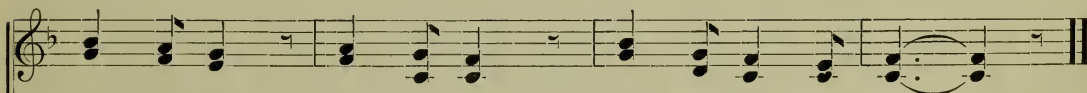
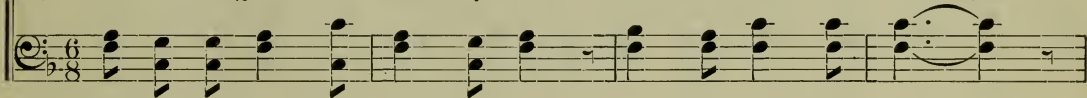
The Silent Moon - - - - -	77
Darling, go to Rest - - - - -	78
Evening Song - - - - -	79
The Day is Past - - - - -	80
Evening's Golden Sunlight - - - - -	81
The Mellow Eve is gliding - - - - -	82
An Evening Song - - - - -	83
Evening Bells - - - - -	84, 85
A Song at Evening - - - - -	86
A Song at Close - - - - -	87
Sleep, Baby, Sleep - - - - -	88

CHARMING SONGS, FOR LITTLE WARBLERS.

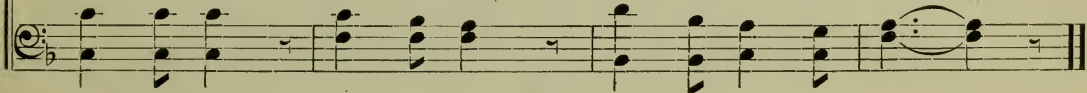
HOW MANY MILES TO BABY LAND?



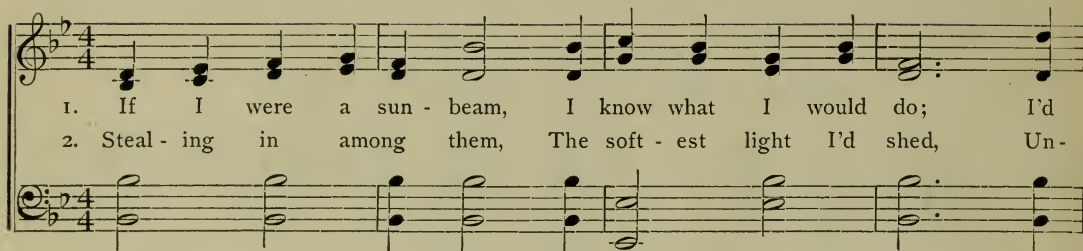
1. How ma - ny miles to Ba - by Land? An - y one can tell;..
2. What do they do in Ba - by Land? Dream and wake and play, ..
3. What do they say in Ba - by Land? Why, the odd - est things;..
4. Who is the Queen in Ba - by Land? Moth - er, kind and sweet;...



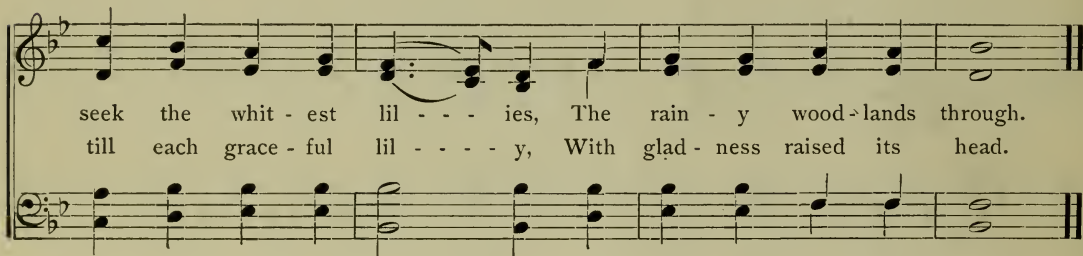
Up one flight, To your right; Please to ring the bell
 Laugh and crow, Shout and grow; Jol - ly times have they
 Might as well Try to tell What a bird - ie sings....
 And her love Born a - bove, Guides the lit - tle feet.....



IF I WERE A SUNBEAM.



1. If I were a sun-beam, I know what I would do; I'd
2. Steal-ing in among them, The soft-est light I'd shed, Un-



seek the whit-est lil--ies, The rain-y wood-lands through.
till each grace-ful lil--y, With glad-ness raised its head.

3 If I were a sunbeam,
I know where I would go;
Into the lowliest hovels,
All dark with want and woe.

4 *And while* sad hearts looked upward,
I, there, would shine and shine!
Until they thought of heaven,
Their own sweet home and mine.

BABY'S SKIES.

1. Would you know the Ba - by's skies? Ba - by's skies are mam - ma's
 2. Mam - ma keep your eyes from tears, Keep your heart from fool - ish

The first system of musical notation consists of a treble and bass staff. The treble staff begins with a treble clef, a key signature of one sharp (F#), and a time signature of 3/4. The melody starts with a quarter note G4, followed by an eighth note A4, a quarter note B4, and a quarter note C5. The bass staff begins with a bass clef and a key signature of one sharp (F#). The accompaniment starts with a quarter note G2, followed by an eighth note A2, a quarter note B2, and a quarter note C3. The system concludes with a double bar line.

eyes, Mam - ma's eyes and smiles to - geth - er, Make the
 fears, Keep your lips from dull com - plain - ing, Lest the

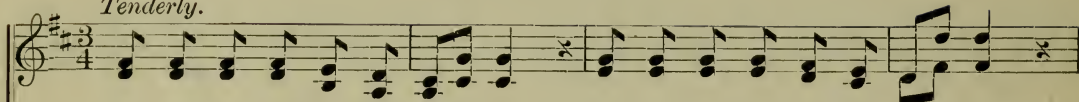
The second system of musical notation continues the melody and accompaniment. The treble staff continues with a quarter note D5, a quarter note E5, a quarter note F#5, a quarter note G5, a quarter note A5, a quarter note B5, a quarter note C6, and a quarter note D6. The bass staff continues with a quarter note D2, a quarter note E2, a quarter note F#2, a quarter note G2, a quarter note A2, a quarter note B2, a quarter note C3, and a quarter note D3. The system concludes with a double bar line.

ba - by's pleas - ant weath - er, Make the ba - by's pleas - ant weath - er.
 ba - by think 'tis rain - ing, Lest the ba - by think 'tis rain - ing.

The third system of musical notation concludes the piece. The treble staff continues with a quarter note E5, a quarter note F#5, a quarter note G5, a quarter note A5, a quarter note B5, a quarter note C6, a quarter note D6, and a quarter note E6. The bass staff continues with a quarter note D2, a quarter note E2, a quarter note F#2, a quarter note G2, a quarter note A2, a quarter note B2, a quarter note C3, and a quarter note D3. The system concludes with a double bar line.

LITTLE LIPS.

Tenderly.



MAMMA'S LOVE.

Gently.

1. The vio - let loves a mos - sy bank, The cow - slip loves the
 2. The sun - shine kiss - es mount and vale, The stars they kiss the

The first system of musical notation consists of two staves. The top staff is in treble clef with a key signature of two flats (Bb, Eb) and a 6/8 time signature. It contains a melody with eighth and sixteenth notes. The bottom staff is in bass clef with the same key signature and time signature, providing a harmonic accompaniment with eighth and sixteenth notes.

lea,... The scar - let creep - er loves the elm, But I love thee.
 sea,... The west winds kiss the clo - ver blooms, But I kiss thee.

The second system of musical notation continues the melody and accompaniment from the first system. It features similar rhythmic patterns and melodic lines, concluding with a double bar line. The lyrics are aligned with the notes of the melody.

SWING, CRADLE, SWING.

Smoothly.

1. Ba - by is a sail - or boy, Swing, cra - dle, swing; Sail - ing is the
 2. Snow - y sails and precious freight, Swing, cra - dle, swing; Ba - by's cap - tain
 3. Nev - er fear, the watch is set, Swing, cra - dle, swing; Storm - y gales are
 4. Lit - tle eye - lids downward creep, Swing, cra - dle, swing; Now he's in the

sail - or's joy, Swing, cra - dle, swing.
 moth - er's mate, Swing, cra - dle, swing.
 nev - er met, Swing, cra - dle, swing.
 cove of sleep, Swing, cra - dle, swing.

} Swing, cra - dle, Swing, cra - dle,

Swing, cra - dle swing; Swing, cra - dle, Swing, cra - dle, Swing, cra - dle, swing.

BEAUTIFUL SEA.

Allegretto.

1. { Beau-ti - ful sea, Beau-ti - ful sea, Oh, how I love on thy bo - som to roam. }
 { Foaming and free, Foaming and free, There is my rest-ing place, there is my home. }

2. { O - ver the deep, Storm-y winds sweep, Fly-ing a - way o'er the foam crest-ed wave, }
 { O - ver the deep, Fiercely they leap, But in our good ship the dan - ger we'll brave. }

ROSALIND.

1. Here com-eth Ros - a - lind, Chasing the bee, Bright as the sun-shine Up-on the blue sea.
 2. Ros - a - lind, Ros - a - lind, Where have you been? O - ver the meadow, And o - ver the green.
 3. Who are your flow-ers for? Where did they grow? Some like the blue sky, And some like the snow.
 4. Down by the merry brook, There's where they grew; And I have bro't them, Dear sis-ter for you.

I'M GLAD I AM A FARMER.

Joyfully.

1. I'm glad I am a farm - er, The stur - dy plough to wield, Or
2. I'm glad I am a farm - er, His heart is al - ways gay, And

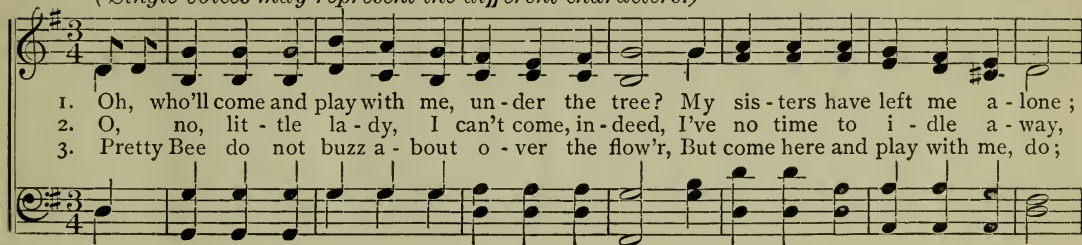
reap and bind the rip - en'd grain That waves in yon - der field.
mer - ri - ly his song rings out A - mid the new-mown hay.

- 3 O happy is the farmer,
For when the day is o'er,
The ev'ning shadows gather round,
That he may work no more.

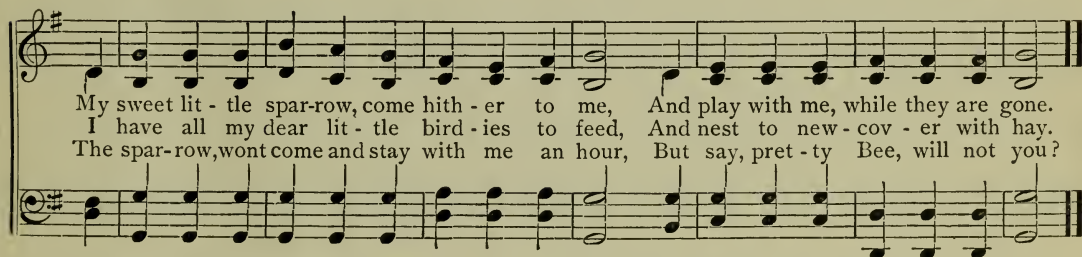
- 4 How peacefully around him,
Soft sleep her curtain throws,
There's nothing half so tranquil as
The laborer's repose.

OH, WHO'LL COME AND PLAY?

(Single voices may represent the different characters.)



1. Oh, who'll come and play with me, un-der the tree? My sis-ters have left me a-lone;
 2. O, no, lit-tle la-dy, I can't come, in-deed, I've no time to i-dle a-way,
 3. Pretty Bee do not buzz a-bout o-ver the flow'r, But come here and play with me, do;

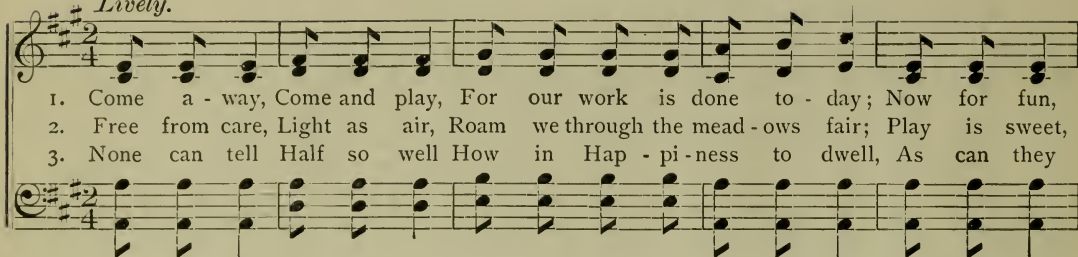


My sweet lit-tle spar-row, come hith-er to me, And play with me, while they are gone.
 I have all my dear lit-tle bird-ies to feed, And nest to new-cov-er with hay.
 The spar-row, wont come and stay with me an hour, But say, pret-ty Bee, will not you?

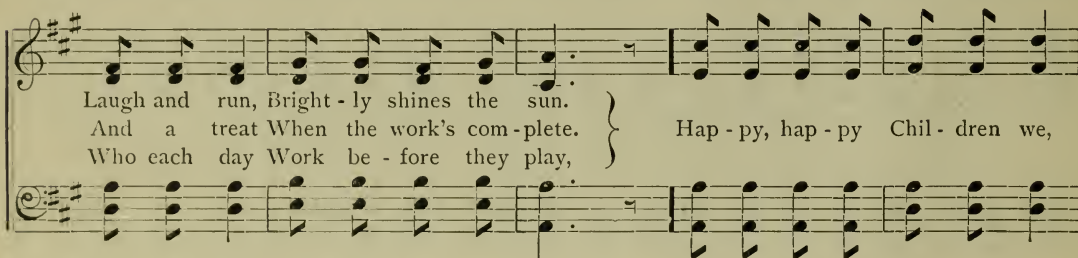
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|---|--|
| <p>4 O, no, little lady, for do you not see,
 Those work who would prosper and thrive;
 If I play they will call me a sad idle bee,
 And perhaps turn me out of the hive.</p> | <p>6 O, no, little lady, I can't stay with you,
 We're not made to play, but to labor;
 I always have something or other to do,
 If not for myself, for a neighbor.</p> |
| <p>5 Stop! stop! little Ant, do not run off so fast,
 Wait with me a little and play;
 I hope I shall find a companion at last,
 You are not so busy as they.</p> | <p>7 What then, have they all some employment but me,
 Who lie lounging here like a dunce:
 O, then, like the Ant, and the Sparrow, and Bee,
 I'll go to my lessons at once.</p> |

COME AWAY.

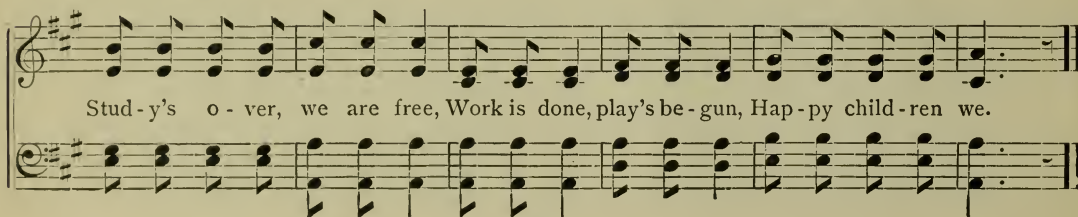
Lively.



1. Come a - way, Come and play, For our work is done to - day; Now for fun,
2. Free from care, Light as air, Roam we through the mead - ows fair; Play is sweet,
3. None can tell Half so well How in Hap - pi - ness to dwell, As can they



Laugh and run, Bright - ly shines the sun.
And a treat When the work's com - plete. } Hap - py, hap - py Chil - dren we,
Who each day Work be - fore they play,



Stud - y's o - ver, we are free, Work is done, play's be - gun, Hap - py child - ren we.

COMES THE RAIN.

Distinctly.

1. Comes the rain, Down a - main; Hear it on the win - dow pane,
 2. Rush - ing by, Fierce winds sigh, On their wings the rain - drops fly;

p *f* *ff*
 Hear it pat - ter sad - ly, Hear it pat - ter mad - ly, Hear it on the win - dow pane.
 Hear them pat - ter sad - ly, Hear them pat - ter mad - ly, Hear them flying swift - ly by.

THE CLOCK.

(Let the clock tick for each beat.)

1. Tick, tock, tick, tock, Hark, hark, hear the clock, In the morn - ing
 2. Tick, tock, tick, tock, Hark, hark, hear the clock, But of all its
 3. Tick, tock, tick, tock, Hark, hark, hear the clock, Al - ways prompt and

bright and rud - dy, Call - ing us to cheer - ful stud - y,
 ti - ny voic - es, No one more the heart re - joic - es
 al - ways read - y, Al - ways bus - y, Al - ways stead - y,

In the even - ing—school hours flown — Soft - ly say - ing, “Now go home.
 Than this blithe and wel - come lay, “Tick, tock, tick, go out and play.”
 May we learn to be as true, As the clock our work to do.

A LITTLE BOY'S SPEECH.

(In reciting style.)

I. { I've staid here watch - ing all the folks, And heard the big boys crack their jokes, }
 { I've seen you laugh, and heard you cheer, I did not want to in - ter - fere; }

But I did wish they would get thro', And let me do my talk - ing too.

2 I hope you've had a jolly time ;
 It takes ten cents to make a dime ;
 Birds in their little nests agree,
 And sugar candy does with me ;
 Grandmother says it makes me sick,
 But I get better very quick.

3 I hope you like all you have heard ;
 I did not hark to ev'ry word,
 For I was thinking all the time
 How I should say my little rhyme ;
 I've done it now, and feel all right,
 I hope you do so too. Good night.

TEN LITTLE FAIRIES.

(At the closing couplet let all the little hands unclasp, and all the fingers twist about, raised high above the head.)

1. Do you think there are no fair - ies? Do you think the Fair - y Queen
 2. In sweet sum - mer, when the air is Full of fra - grance of the flow'rs,
 3. When the Au - tumn days of glo - ry, Rip - en'd fruits in clus - ters fling,

On mid - sum - mer night no where is In the moon - light to be seen?
 Then our bus - y lit - tle fair - ies Seek the sha - dy dells and bow'rs,
 Then the fair - ies of our sto - ry Grapes and ap - ples to us bring,

Hear the sto - ry we are tell - ing, Ten, with us are al - ways dwelling,
 And they bring us pret - ty po - sies, Lil - ies, vi - o - lets and ros - es,
 And when soft white snow is fall - ing, At the mer - ry child - ren's call - ing,

TEN LITTLE FAIRIES. Continued.

Ere our song has ceas'd its swell - ing, You shall see them by and by.
 Ere our fair - y sto - ry clos - es, You shall see them by and by.
 They will join the gay snow - ball - ing, You shall see them by and by.

4 That kind works of love and duty,
 In the home, and in the school,
 Are the only way of beauty,
 Is our fairies golden rule.
 In whatever work their share is,
 More and more we hope their care is,
 To be faithful little fairies,
 You shall see them by and by.

5 Softly sound our tuneful numbers,
 For they now are drawing near,
 Waking up from quiet slumbers,
 Soon our fairies shall appear.
 Now each queen will forward bring hers,
 Not one single fairy lingers ;
 They are—just our ten white fingers,
 Don't you see them dancing by ?

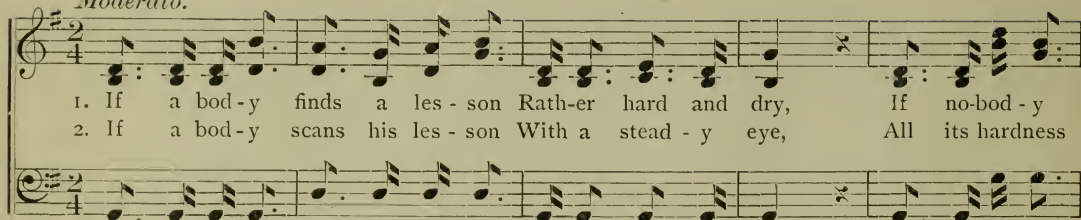
THE HORSE TO HIS RIDER.

(ROUND IN FOUR PARTS.)

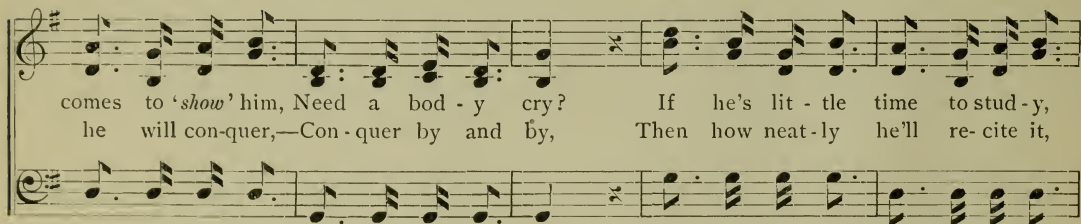
1 2 3 4
 Up the hill spur me not; Down the hill ride me not; On the lev - el spare me not; To the hostler trust me not.

"IF A BODY FINDS A LESSON."

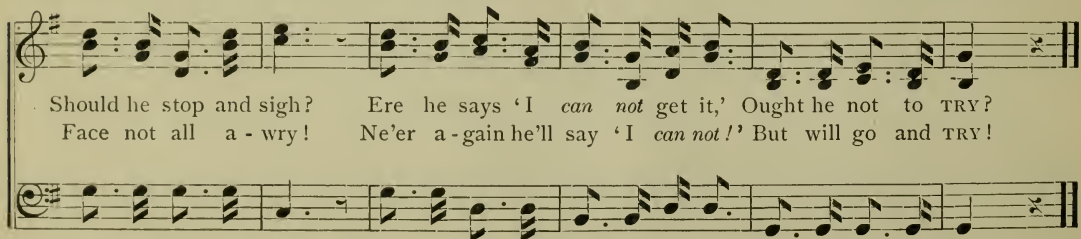
Moderato.



1. If a bod-y finds a les-son Rath-er hard and dry, If no-bod-y
2. If a bod-y scans his les-son With a stead-y eye, All its hardness



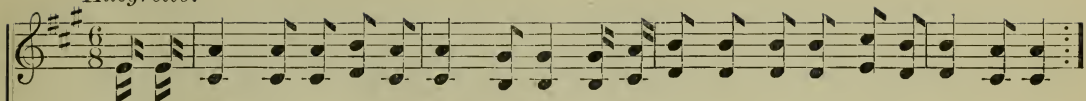
comes to 'show' him, Need a bod-y cry? If he's lit-tle time to stud-y,
he will con-quer,—Con-quer by and by, Then how neat-ly he'll re-cite it,



Should he stop and sigh? Ere he says 'I *can not* get it,' Ought he not to TRY?
Face not all a - wry! Ne'er a-gain he'll say 'I *can not*!' But will go and TRY!

WHISTLE AND HOE.

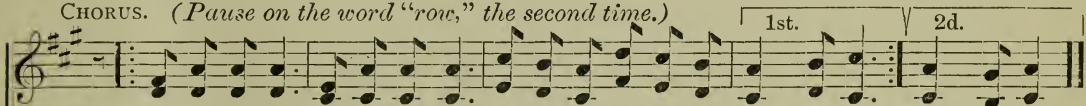
Allegretto.



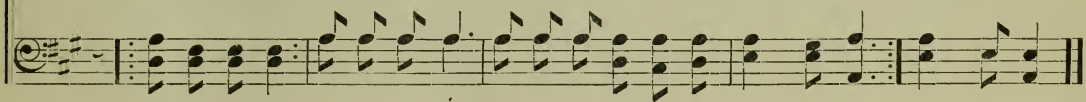
1. There's a boy just o - ver the gar-den fence, Who is whist-ling a-long thro' the livelong day ; }
And his work is not just a mere pretence, For you can see the weeds he has cut a-way. }



CHORUS. (*Pause on the word "row," the second time.*)



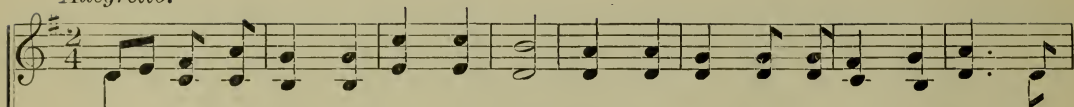
Whistle and hoe, Whistle and hoe, Shorten the row By the songs you know, songs you know.



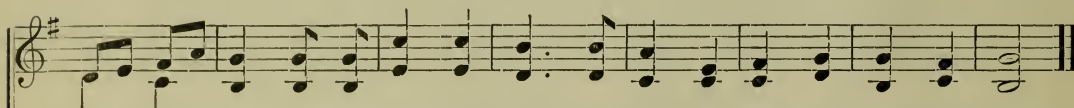
- | | |
|--|--|
| <p>2 Not a word bemoaning his task I hear ;
He has scarcely time for a growl I know ;
For his whistle merry, sounds out so clear,
He must find it some pleasure in every row.
Whistle and hoe, &c.</p> | <p>3 But then while you whistle be sure to hoe,
For if idle the briars will thrive and spread ;
And the whistle only thro'out the row,
May do well for the weeds, but is bad for the bread.
Whistle and hoe, &c.</p> |
|--|--|

WE ARE BUT MINUTES.

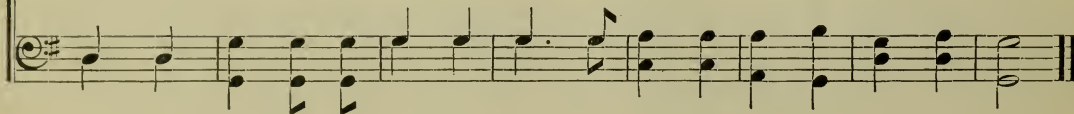
Allegretto.



1. We are but min - utes—lit - tle things, Each one furnished with six - ty wings, With
2. We are but min - utes—use us well, For our use one day you must tell, Who



which he flies on his un - seen track, And not a min - ute e'er comes back.
us - es min - utes, has hours to use; Who los - es min - utes, years must lose.



OH, BROAD LAND, OH, FAIR LAND.

Maestoso.

1. Oh, broad land, oh, fair land, Oh, land that gave us birth, Oh,
 2. We hon - or and praise thee, Oh, realm en - rich'd by heav'n, We
 3. For free - dom, for knowl - edge, A - like to great and small, For
 4. Oh, broad land, oh, fair land, Oh, land that gave us birth, Oh,

near land, Oh, dear land, Our home of all the earth.
 love thee, we bless thee, For price - less bless - ings giv'n.
 care and pro - tec - tion, And e - qual rights to all.
 near land, oh, dear land, Our home of all the earth.

THREE THINGS.

(ROUND.)

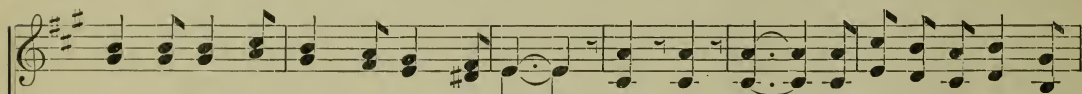
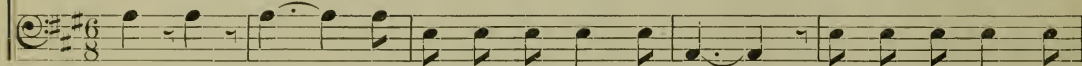
1 2 3 4

Three things are sought for, pow'r, pleasure, and wealth; One spoils our tem-per, and two spoil our health.

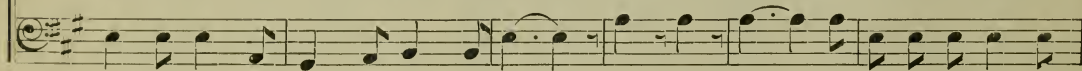
WONDERFUL THINGS.



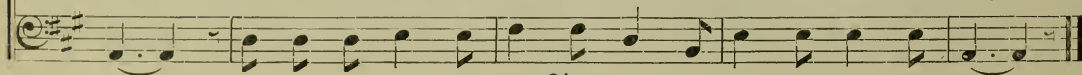
1. Words! words! words! What won - der - ful things they are! Fall - ing as free as
 2. Words! words! words! How sweet - er than sil - ver bells! Fill - ing the air at
 3. Words! words! words! Be care - ful of ev - 'ry one! Part - ed from thee they



vi - o - lets From spring's auro - ral car, Words! words! words! What wonderful things they
 school or home, Where true affection dwells. Words! words! words! What glo - rious things are
 nev - er stop un - til their work is done. Words! words! words! How pow - er - ful and how

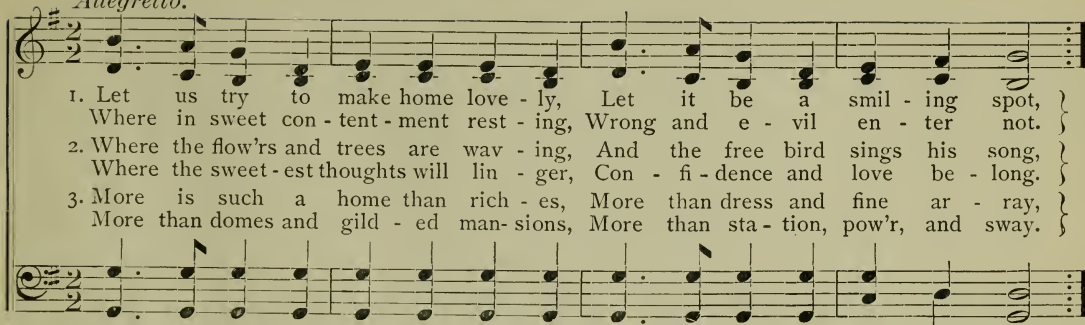


do! Bear - ing a - way to all the world, The good, the strong, the true.
 they! Each like a vase, holds se - cret life, What - e'er the lips may say.
 free! Nev - er shall cease their in - flu - ence To all e - ter - ni - ty.



MAKE HOME BEAUTIFUL.

Allegretto.



1. Let us try to make home love - ly, Let it be a smil - ing spot, }
Where in sweet con - tent - ment rest - ing, Wrong and e - vil en - ter not. }

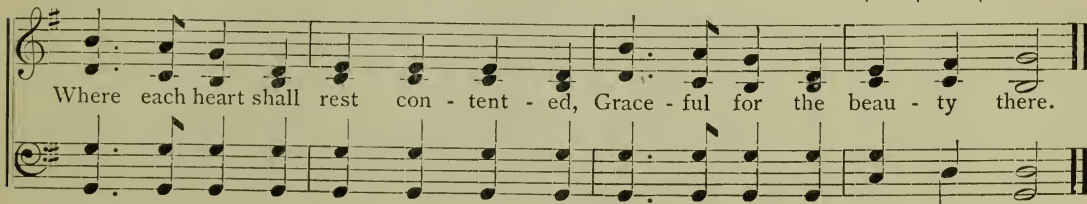
2. Where the flow'rs and trees are wav - ing, And the free bird sings his song, }
Where the sweet - est thoughts will lin - ger, Con - fi - dence and love be - long. }

3. More is such a home than rich - es, More than dress and fine ar - ray, }
More than domes and gild - ed man - sions, More than sta - tion, pow'r, and sway. }

CHORUS.



Make home beau - ti - ful, beau - ti - ful, beau - ti - ful, Bright and pleas - ant, al - ways fair,

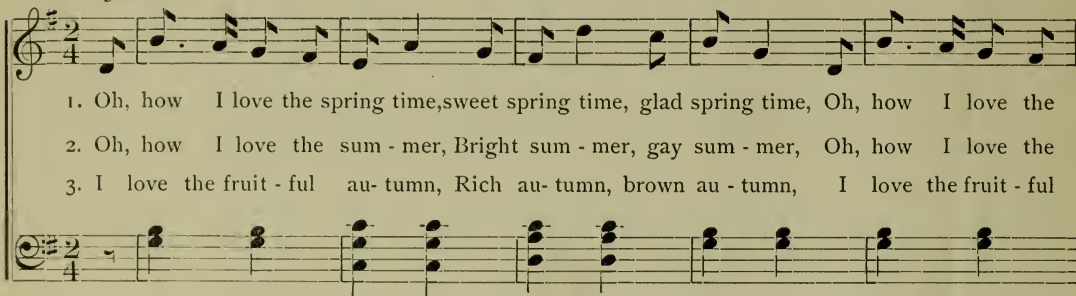


Where each heart shall rest con - tent - ed, Grace - ful for the beau - ty there.

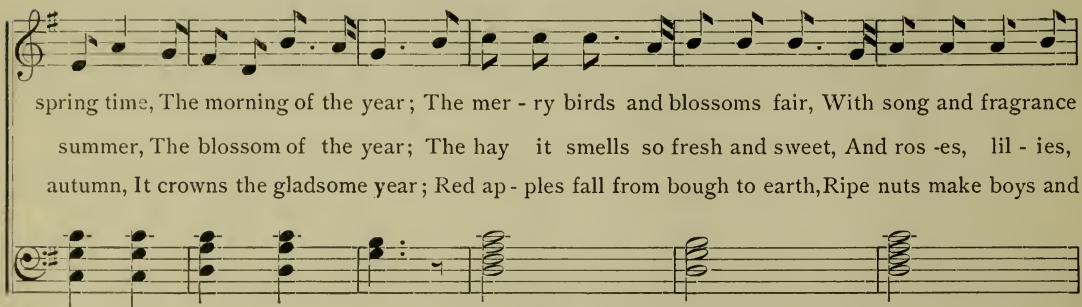
OH, HOW I LOVE THE SUMMER.

FOR FOUR VOICES—1st voice, *Spring*. 2d, *Summer*. 3d, *Autumn*. 4th, *Winter*; and all join in the last verse.

Allegretto

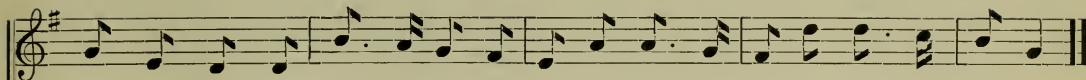


1. Oh, how I love the spring time, sweet spring time, glad spring time, Oh, how I love the
2. Oh, how I love the sum - mer, Bright sum - mer, gay sum - mer, Oh, how I love the
3. I love the fruit - ful au - tumn, Rich au - tumn, brown au - tumn, I love the fruit - ful

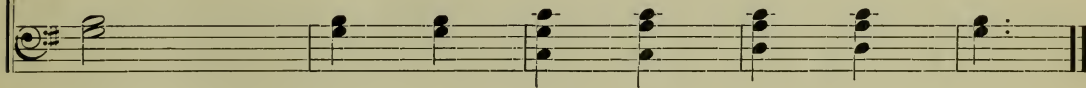


spring time, The morning of the year; The mer - ry birds and blossoms fair, With song and fragrance
summer, The blossom of the year; The hay it smells so fresh and sweet, And ros - es, lil - ies,
autumn, It crowns the gladsome year; Red ap - ples fall from bough to earth, Ripe nuts make boys and

OH, HOW I LOVE THE SUMMER. Continued.



fill the air, And life and love is ev-'ry where, Oh, how I love the spring time!
larkspurs meet, The trees give sha-dy, cool re-treat, Oh, how I love the sum-mer!
squir-rels mirth, There is no fear of winter's dearth In fruit-ful, mer-ry au-tumn.



4 Oh, don't we love the winter;
Old winter, bluff winter,
Oh, don't we love the winter!
Though cold and stern and long?
The sleigh-bells ring a merry peal,
The skaters fly on wings of steel,
The snowball's thump young jackets feel—
We love the frosty winter.

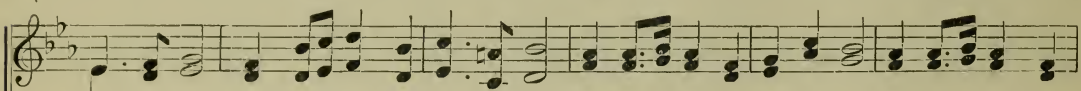
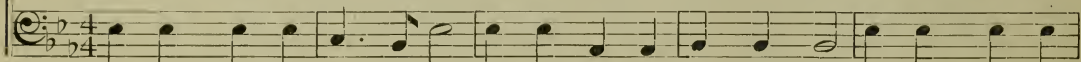
5 We love them, all the seasons,
So happy, so happy;
We love them, all the seasons,
Each in its place so good.
We praise the giver for his gifts,
Each voice the grateful anthem lifts;
For summer flowers and winter drifts
We praise the bounteous Giver.

LEAF BY LEAF THE ROSES FALL.

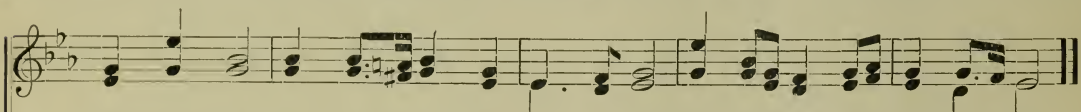
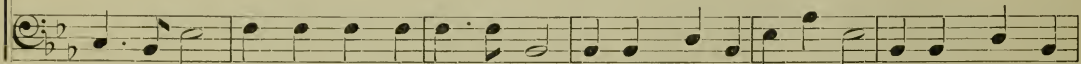
Andantino.



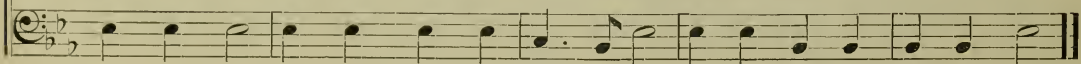
1. Leaf by leaf the ros - es fall, Drop by drop the streams run dry; One by one be-
2. So in hours of deep-est gloom, When the springs of glad - ness fail, And the ros - es



yond re-call, Sum-mer's bea-uties fade and die. But the ro-ses bloom again, And the springs will
in their bloom, Droop like maidens wan and pale, We shall find some hope that lies, Like a si - lent



gush a - new, In the pleas - ant A - pril rain, And the sum-mer's sun and dew.
germ a - part, Hid - den from the care - less eyes, In the gar - den of the heart.



COME TO DINNER.

1. Come to din-ner, come to din-ner, Lit-tle ones and all: How the mer-ry
 2. Now the el-der ones are com-ing, Hap-py while they see Ro-sy child-hood
 3. Now the lit-tle ones are bu-sy, Ev-ery plate is filled; On-ly for a

Fine.

lit-tle foot-steps Pat-ter at the call. From the stu-dy, from the play-ground,
 in its beau-ty, Full of mirth and glee. What a hum of voi-ces min-gle
 sin-gle mo-ment Ev-ery voice is stilled: Then a-gain be-gins the prat-tle,

D. C. Chorus. Come, &c.

Quick-ly now they bound: Fa-ces beam-ing o'er with pleas-ure Crowd the ta-ble round.
 Loud, and soft, and sweet: Help the chil-dren, they are hun-gry, Give them lots to eat.
 Gai-ly as be-fore, And we hear their voi-ces min-gle, Till the meal is o'er.

CATCHING SUNBEAMS.

1. Reach - ing af - ter sun - beams With a dim - pled hand, That is right my
 2. When your feet shall wan - der From my sight a - way, You will find that
 3. Grief may be your por - tion, Shad - ows dim your way; Clouds may dark - ly

dar - ling, Grasp the gold - en band: Fold it to your bo - som,
 e - vil With the gold may stray. Nev - er heed it dar - ling,
 threat - en To ob - scure the day. Don't de - spair, my dar - ling

Let it cheer your heart; Gath - er ra - diant sun - beams, Bid the clouds de - part.
 Let it pass the while; Gath - er on - ly sun - beams, Keep your heart from guile,
 There's a fa - ther's love; How could there be shad - ows With no light a - bove?

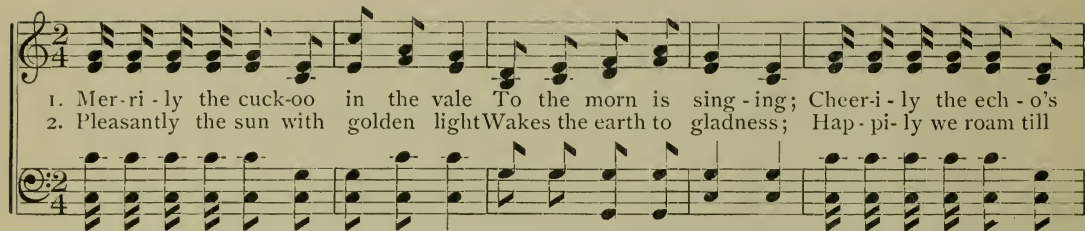
UP IN THE TREE.

1. Oh, would I were a fair - y Up in a cher - ry tree, And if 'twere al - ways
 2. The bee should bring me honey, The but - ter - fly should bear My ti - ny form when-
 3. No les - sons in the tree top, No puz - zling sums for me; My tire - some books to

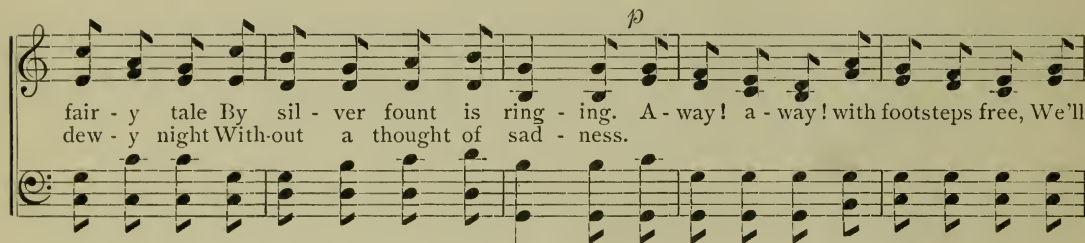
sum - mer, How hap - py would I be! I'd break - fast on a cher - ry, And
 ev - er I wished to take the air. The wind should bring me o - dors From
 stud - y, But all things bright and free. I would I were a fair - y, Up

when I came to dine, The stone should be a wine-glass To hold my ru - by wine.
 fields of newmown hay, The birds should give me mu - sic, The live-long summer day.
 in the cher - ry tree, And if 'twere always sum-mer, How hap - py I should be.

THE SONG OF THE CUCKOO.



1. Mer-ri-ly the cuck-oo in the vale To the morn is sing-ing; Cheer-i-ly the ech-o's
2. Pleasantly the sun with golden light Wakes the earth to gladness; Hap-pi-ly we roam till



p
fair-y tale By sil-ver fount is ring-ing. A-way! a-way! with footsteps free, We'll
dew-y night With-out a thought of sad-ness.



mf chase the shadows o'er the lea; Mer-ri-ly we go, mer-ri-ly we go, None so gay as we. *f*

PADDLE YOUR OWN CANOE.

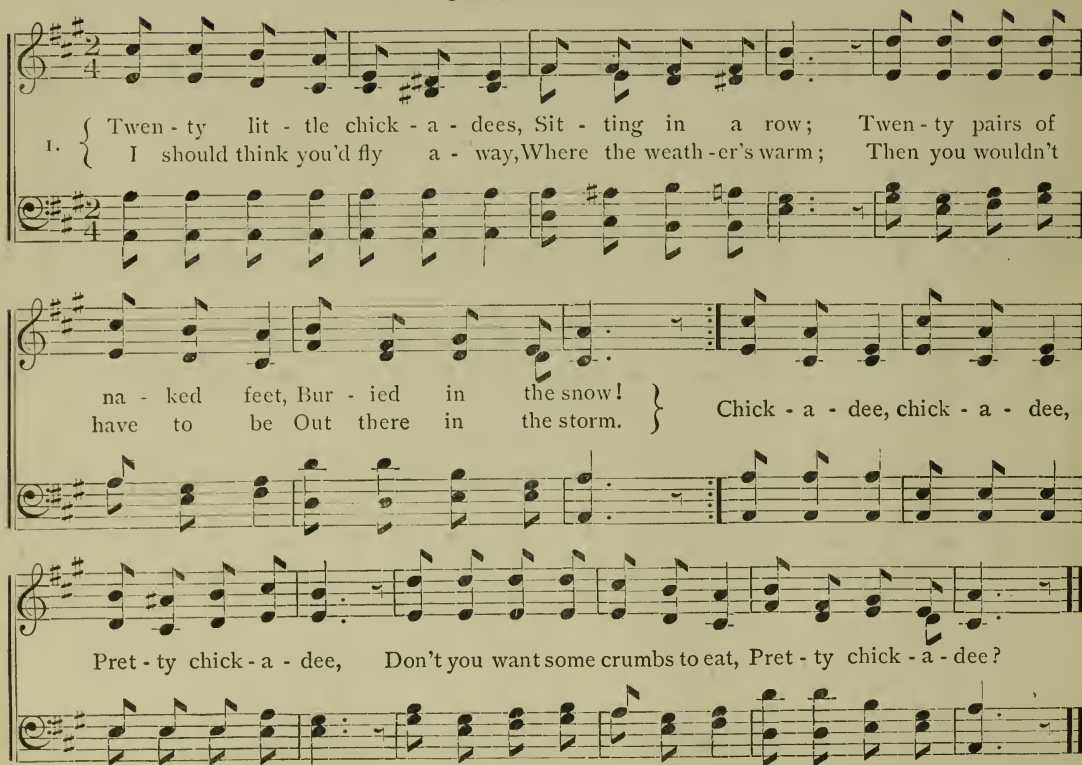
1. Up this world, and down this world, And o - ver this world and through, Though
 2. Tho' the sky is black with clouds, Or shin-ing a field of blue; If
 3. Up this world, and down this world, And o - ver this world and through, Though

drift - ed a - bout, And tossed with-out, Why, "pad-dle your own ca - noe."
 bleak the wind blows, Or sun - shine glows, Still, "pad-dle your own ca - noe."
 wear - y and worn, And all for-lorn, Still, "pad-dle your own ca - noe."

4 Don't give up when trials come,
 Nor ever grow sad and blue;
 Nor ever sit down
 With tearful frown,
 But "paddle your own canoe."

5 Flowers are springing on the shores,
 They're blooming so sweet for you;
 The rose-hued dyes
 In autumn skies
 Say "paddle your own canoe."

CHICK-A-DEE.



1. { Twen - ty lit - tle chick - a - dees, Sit - ting in a row; Twen - ty pairs of
I should think you'd fly a - way, Where the weath - er's warm; Then you wouldn't

na - ked feet, Bur - ied in the snow! } Chick - a - dee, chick - a - dee,
have to be Out there in the storm.

Pret - ty chick - a - dee, Don't you want some crumbs to eat, Pret - ty chick - a - dee?

CHICK-A-DEE. Continued.

2.
 Sorry little chick-a-dees!
 Don't you know the way?
 Can't you find the road to go
 Where it's always May?
 Robins all have found it out,
 Wrens and blue-birds too
 Don't you wish you'd thought to ask,
 Ere away they flew?

3.
 Hungry little chick-a-dees!
 Would you like some bread?
 I will give you all you want,
 Or some seeds instead;
 Anything you'd like to eat,
 You shall have it free,
 Every morning, every night,
 If you'll come to me.

4.
 Jolly little chick-a-dees!
 Have you had enough?
 Don't forget to come again
 While the weather's rough:
 Bye-bye happy little birds!
 Off the wee things swarm,
 Dancing through the driving snow,
 Singing in the storm!

DON'T GIVE UP.

1. If you tried and have not won, Nev - er stop for cry - ing;
 2. Tho' young birds, in fly - ing, fall, Still their wings grow strong - er;
 3. Tho' the stur - dy oak has known, Many a blast that bowed her,
 4. If, by ea - sy work you beat, Who the more will prize you?

All that's great and good is done Just by pa - tient try - ing -
 And the next time they can keep Up a lit - tle lon - ger.
 She has ris'n, a - gain, and grown Loft - i - er and proud - er.
 Gain - ing vic - t'ry from de - feat, That's the test that tries you.

THE SONG OF THE BEE.

Buz - z, This is the song of the bee: His legs are of yel - low; A

The first system of music is in 6/8 time. The treble staff begins with a melodic line, and the bass staff provides a harmonic accompaniment. The lyrics are written below the staves.

jol - ly good fel-low, And yet a great worker is he. *Fine.* I. { In days that are sun - ny He's
On pinks and on lil - ies, And

The second system continues the melody and accompaniment. It includes a repeat sign and a first ending bracket. The word 'Fine.' is written above the treble staff.

D.C. Chorus.
get - ting his hon - ey; In days that are cloud - y He's mak - ing his wax.
gay daf - fo - dil - lies, And co - lum - bine blos - soms, He lev - ies a tax!

The third system is the chorus, marked 'D.C. Chorus.' It continues the musical theme with the same accompaniment. The lyrics are written below the staves.

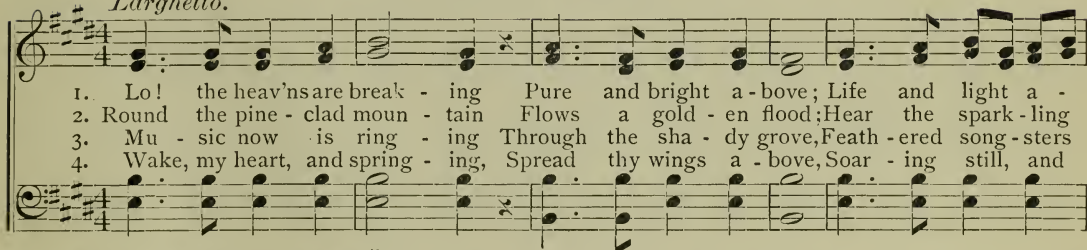
THE SONG OF THE BEE. Continued.

2 The sweet smelling clover,
He, humming, hangs over;
The scent of the roses
Makes fragrant his wings;
He never gets lazy—
From thistle or daisy,
And weeds of the meadow,
Some treasure he brings.

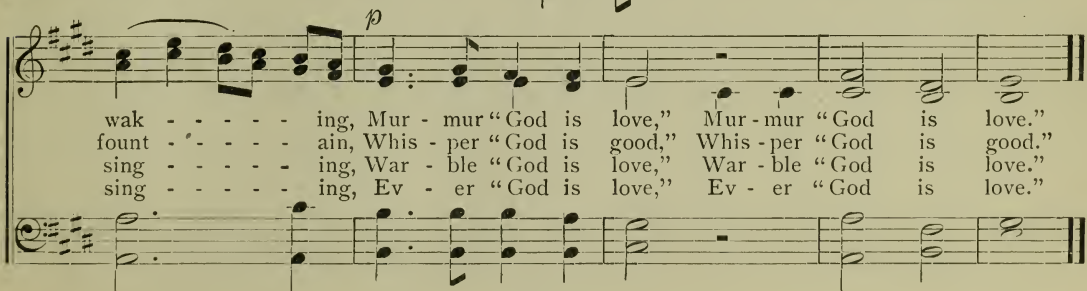
3 From morning's first gray light,
Till fading of daylight,
He's singing and toiling
The summer day through:
Oh! we may get weary,
And think work is dreary;
'Tis harder, by far,
To have nothing to do!

GOD IS LOVE.

Larghetto.



1. Lo! the heav'ns are break - ing Pure and bright a - bove; Life and light a -
2. Round the pine - clad moun - tain Flows a gold - en flood; Hear the spark - ling
3. Mu - sic now is ring - ing Through the sha - dy grove, Feath - ered song - sters
4. Wake, my heart, and spring - ing, Spread thy wings a - bove, Soar - ing still, and



wak - - - - ing, Mur - mur "God is love," Mur - mur "God is love."
fount - - - - ain, Whis - per "God is good," Whis - per "God is good."
sing - - - - ing, War - ble "God is love," War - ble "God is love."
sing - - - - ing, Ev - er "God is love," Ev - er "God is love."

NEVER TELL A LIE.

1. Look out, boys, look out girls, There's many a foe to shun, There's
 2. The one who tells a false - hood To com - rade, friend, or brother, To
 3. Now, chil - dren, if you'd pros - per And keep your con - science clear, And

many a wrong you must a - void, And vic - t'ry to be won; And
 make it seem quite truth - ful, Will oft - en tell an - oth - er: And
 nev - er be tor - ment - ed With self - ac - cus - ing fear, And

if you'd climb the hill of fame, So glo - rious and so high, And
 thus they keep in - creas - ing, In col - or, shape, and size, Till
 have a name far bet - ter Than sil - ver or than gold, Cling

NEVER TELL A LIE. Continued.

on its sum - mit write your name, Why, nev - er tell a lie....
soon an ug - ly crew they are, This com - pa - ny of lies....
close to truth's pure gar - ments, And don't re - lease your hold....

The first system of music consists of two staves. The upper staff is in treble clef with a key signature of one sharp (F#). It contains a melody with various note values, including quarter, eighth, and half notes, and rests. The lower staff is in bass clef with a key signature of one sharp (F#). It contains a bass line with similar note values and rests. The lyrics are written below the staves, aligned with the notes.

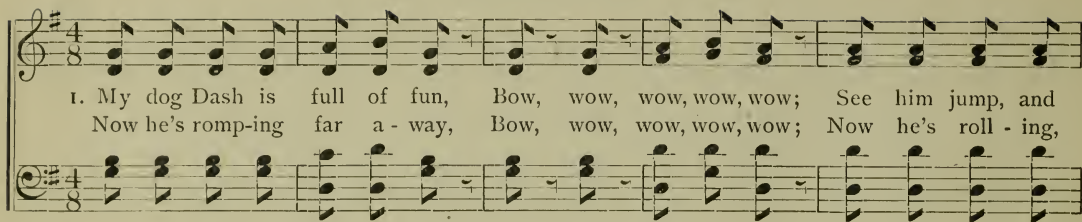
A white lie, a black lie, No mat - ter, 'tis the same; A

The second system of music consists of two staves. The upper staff is in treble clef with a key signature of one sharp (F#). It contains a melody with various note values, including quarter, eighth, and half notes, and rests. The lower staff is in bass clef with a key signature of one sharp (F#). It contains a bass line with similar note values and rests. The lyrics are written below the staves, aligned with the notes.

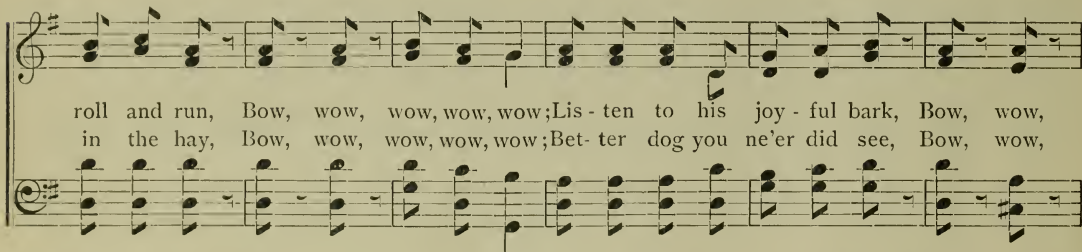
lie's a lie, my boys and girls, What - ev - er be its name.

The third system of music consists of two staves. The upper staff is in treble clef with a key signature of one sharp (F#). It contains a melody with various note values, including quarter, eighth, and half notes, and rests. The lower staff is in bass clef with a key signature of one sharp (F#). It contains a bass line with similar note values and rests. The lyrics are written below the staves, aligned with the notes.

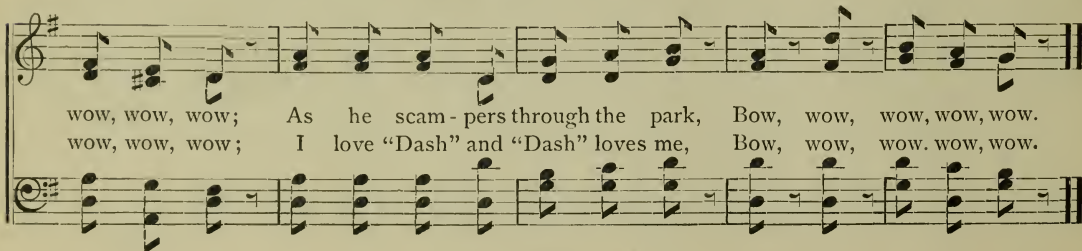
BOW-WOW.



1. My dog Dash is full of fun, Bow, wow, wow, wow, wow; See him jump, and
Now he's romping far a-way, Bow, wow, wow, wow, wow; Now he's roll-ing,



roll and run, Bow, wow, wow, wow, wow; Lis-ten to his joy-ful bark, Bow, wow,
in the hay, Bow, wow, wow, wow, wow; Bet-ter dog you ne'er did see, Bow, wow,



wow, wow, wow; As he scam-pers through the park, Bow, wow, wow, wow, wow.
wow, wow, wow; I love "Dash" and "Dash" loves me, Bow, wow, wow, wow, wow.

WHAT SAYS THE CLOCK?

1. "Tick," the clock says, "tick, tick, tick!" What you have to do, do quick;
 2. If, your les - son you would get, Do it now, and do not fret;

The first system of music consists of two staves. The upper staff is in treble clef with a key signature of one sharp (F#) and a time signature of 2/4. It contains a melody of eighth and sixteenth notes. The lower staff is in bass clef with the same key signature and time signature, providing a harmonic accompaniment of eighth and sixteenth notes. The lyrics are written below the upper staff.

Time is glid - ing fast a - way, Let us act and act to - day.
 That a - lone is heart - y fun Which comes af - ter du - ty done.

The second system of music also consists of two staves. The upper staff continues the melody from the first system, ending with a double bar line. The lower staff continues the accompaniment, also ending with a double bar line. The lyrics are written below the upper staff.

3 When your mother says "Obey!"
 Do not loiter, do not stay;
 Wait not for another tick;
 What you have to do, do quick.

4 If my little boy will mind,
 And be prompt, and good, and kind,
 Time to him will be a friend,
 Time for him will sweetly end.

THE ROSE BUSH.

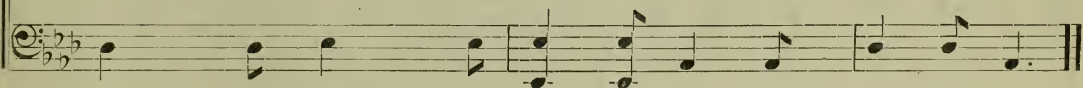
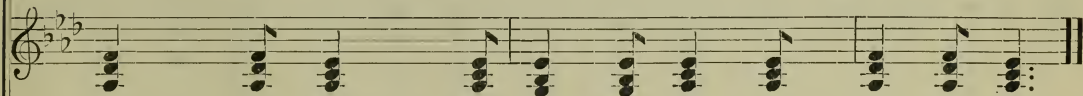
1. A child sleeps un - der a rose bush fair, The buds swell out in the
 2. A maid - en stands by the rose bush fair, The dew - y blos - soms per-

soft May air; Sweet - ly it rests, and on dream - wings flies To
 fume the air; She presses her hand to her throb - bing breast, With

THE ROSE BUSH. Continued.



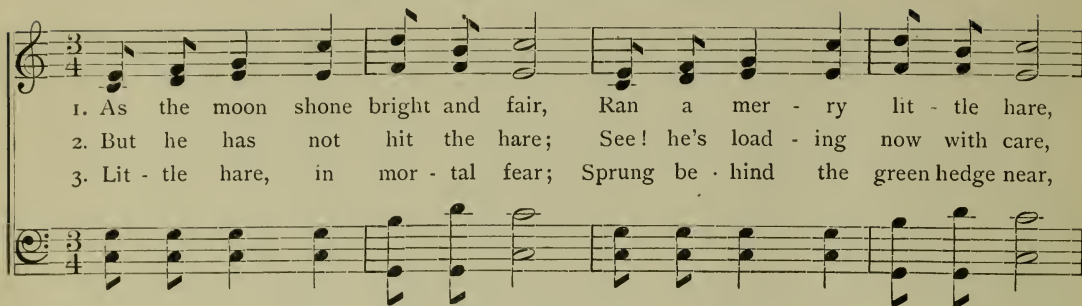
play with the an - gels in par - a - dise. And the years glide by.
 love's first won - der - ful rap - ture blest. And the years glide by.



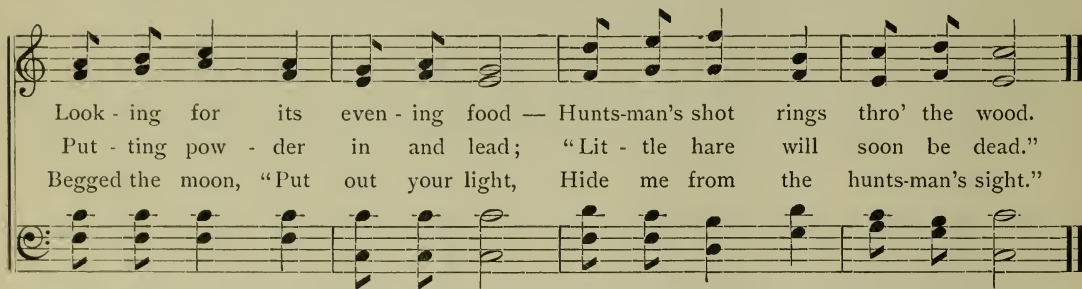
3 A mother kneels by the rosebush fair,
 Soft sigh the leaves in the evening air;
 Sorrowing thoughts of the past arise,
 And tears of anguish bedim her eyes.
 And the years glide by.

4 Naked and lone stands the rosebush fair,
 Whirled are the leaves in the autumn air;
 Withered and dead they fall to the ground,
 And silently cover a new-made mound.
 And the years glide by.

THE HARE AND THE HUNTER.



1. As the moon shone bright and fair, Ran a mer - ry lit - tle hare,
 2. But he has not hit the hare; See! he's load - ing now with care,
 3. Lit - tle hare, in mor - tal fear; Sprung be - hind the green hedge near,



Look - ing for its even - ing food — Hunts-man's shot rings thro' the wood.
 Put - ting pow - der in and lead; "Lit - tle hare will soon be dead."
 Begged the moon, "Put out your light, Hide me from the hunts-man's sight."

4 Then the moon her brightness veiled
 'Neath the clouds which o'er her sailed;
 Gathered clouds both great and small,
 Turning light to darkness all.

5 Little hare then went to bed,
 Coat and shoes placed by his head
 Laid him down in moss so bright,
 Soundly slept till morning light.

THE HOBBY HORSE.

1. Hop, hop, hop! Nim - ble as a top! O - ver hill and val - ley bound-ing,
 2. Hwo, hwo, hwo! How like fun you go! Stop you jade, I tell you—tell you,

'Midst your clinking hoofs resounding; Hop, hop, hop, hop, hop! Nim - ble as a top.
 If you don't I'll sure-ly sell you! Hwo, hwo, hwo, hwo, hwo! How like fun you go;

3 Spare, spare, spare! sure enough we're there!
 Very well, my little pony,
 Safe's our jaunt through rough and stony:
 Spare, spare, spare, spare, spare!
 Sure enough we're there.

4 Here, here, here! Yes, my pony dear;
 Now with oats and hay I'll treat you,
 And with smiles will ever greet you,
 Pony, pony, dear;
 Yes, my pony, dear!

HAPPY, BLITHE, AND GAY.

With a happy and contented expression.

1. I am as hap - py, blithe, and gay, As larks of May - day morn; In
2. In stud - ies too I take de - light, For they will yet pre - pare A

vir - tue's path I al - ways play, With truth my life a - dorn;
crown of hon - or, rich and bright, For fu - ture age to wear.

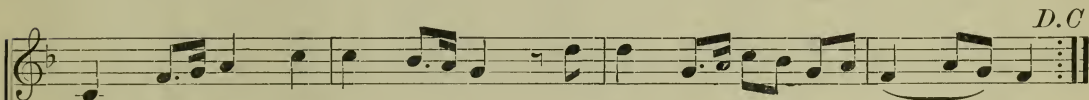
3 I love my parents to obey,
Their word is wisdom's guide,—
A rich reward, I'm sure 'twill pay,
And be my future pride.

4 O happy, happy, sure am I
From morning's dawn till night!
I have no tear, I have no sigh,
My virtue's path to blight.

I LOVE TO VIEW.



1. I love to view the val - ley green, The fields with ros - es sweet - ly blush - ing, To
2. I love to hear the warb - ling birds, So gay - ly and so sweet - ly sing - ing, The



D.C.

hear the bub - bling brook go by, The crys - tal foun - tain gush - ing.
bleat - ing flocks and low - ing herds, With glad - some ech - oes ring - ing.



D.C.

LIGHTLY ROW.

1. Light - ly row! Light - ly row! O'er the glass - y waves we go; Smoothly glide,
 2. Far a - way! Far a - way, Ech - o in the rocks at play, Call - eth not,
 3. Light - ly row! Light - ly row! O'er the glass - y waves we go; Smoothly glide,

Smoothly glide on the si - lent tide. Let the winds and wa - ters be
 Call - eth not To this lone - ly spot. On - ly with the sea - bird's note
 Smoothly glide on the si - lent tide. Let the winds and wa - ters be

Mingled with our mel - o - dy: Sing and float, Sing and float In our lit - tle boat.
 Shall our dy - ing mu - sic float; Light - ly row! Light - ly row! Ech - o's voice is low!
 Mingled with our mel - o - dy; Sing and float, Sing and float In our lit - tle boat.

QUESTIONS AND ANSWERS.

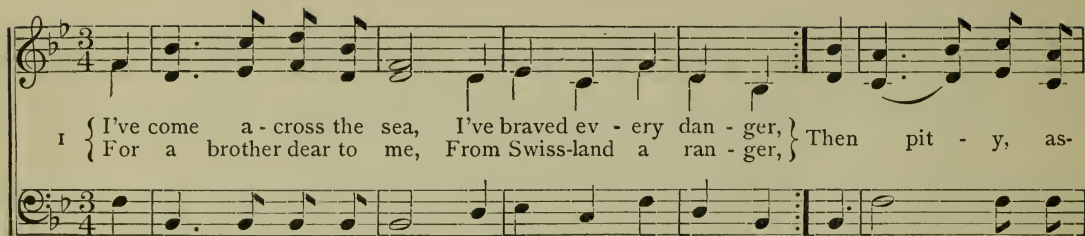
1. Who show'd the lit - tle ant the way Her nar - row hole to bore, And
 2. The spar - row builds her clev - er nest Of wool, and hay, and moss; Who

spend the pleas - ant sum - mer day In lay - ing up her store?
 told her how to weave it best, And lay the twigs a - cross?

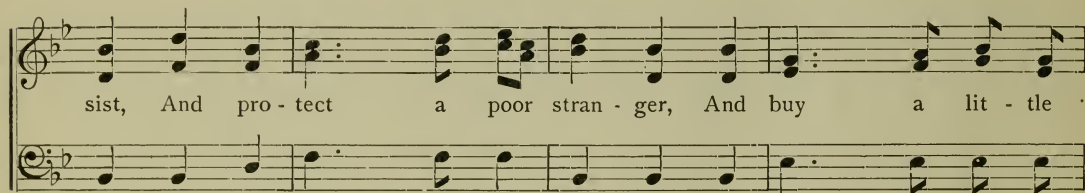
3 Who taught the busy bee to fly
 Among the sweetest flow'rs,
 And lay his store of honey by,
 To eat in winter hours?

4 'Twas God who show'd them all the way,
 And gave their little skill,
 And teaches children, if they pray,
 To do his holy will.

THE SWISS TOY GIRL.



1 { I've come a - cross the sea, I've braved ev - ery dan - ger, } Then pit - y, as -
 { For a brother dear to me, From Swiss - land a ran - ger, }

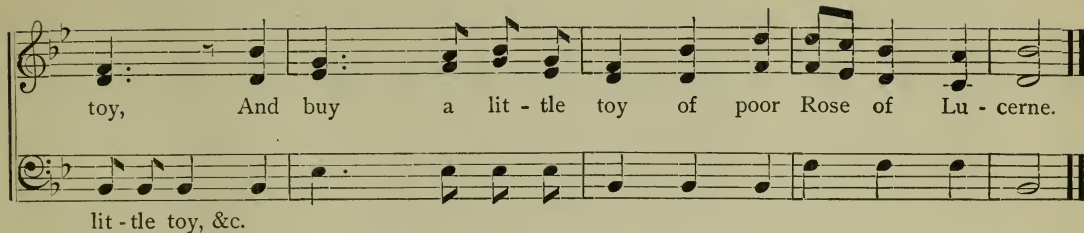


sist, And pro - tect a poor stran - ger, And buy a lit - tle



toy of poor Rose of Lu - cerne; A lit - tle toy, a lit - tle
 A little toy

THE SWISS TOY GIRL. Concluded.

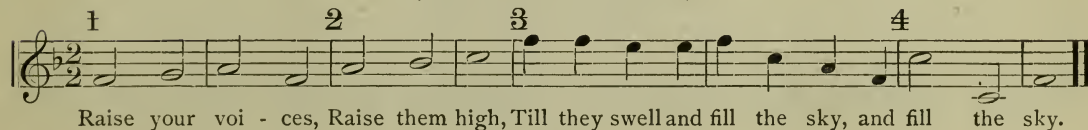


2 I've paints and I've perfume,
For those who may choose them:
Young ladies, I presume
You all will refuse them;
The bloom on your cheek
Shows that you never use them;
Yet buy a little toy, &c.

5 I've a cross, 'twill make you smart,
But I hope you may bear it;
Just o'er your little heart,
I advise you to wear it;
And I hope that no other
Cross e'er may come near it;
So buy a little toy, &c.

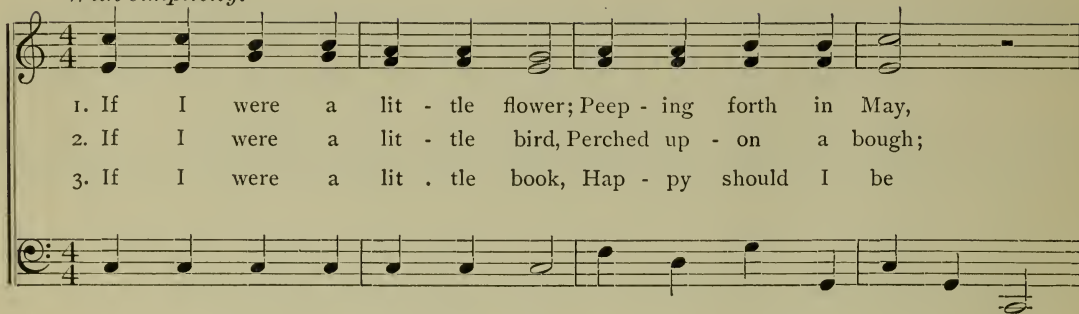
RAISE YOUR VOICES.

(ROUND IN FOUR PARTS.)

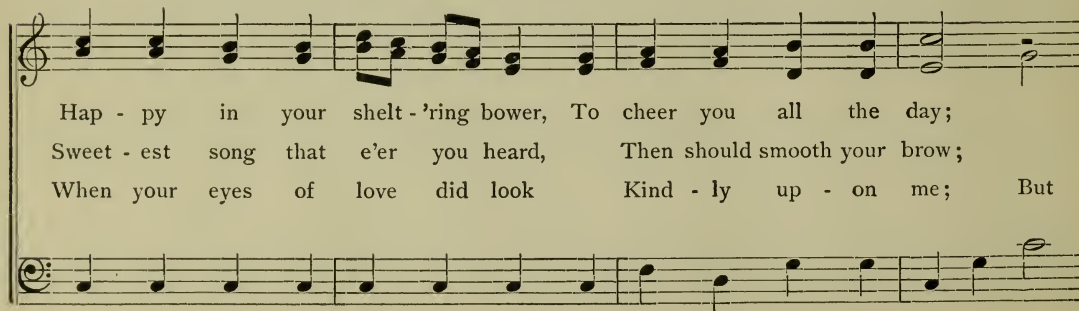


THE BIRD, THE BOOK, AND THE FLOWER.

With simplicity.

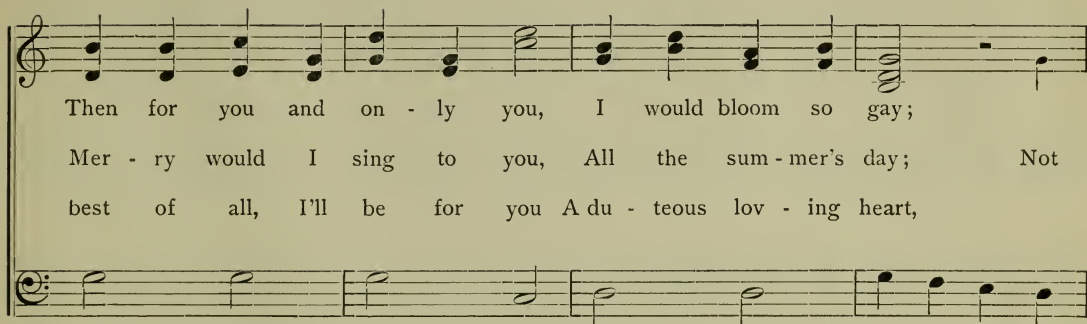


1. If I were a lit - tle flower; Peep - ing forth in May,
 2. If I were a lit - tle bird, Perched up - on a bough;
 3. If I were a lit - tle book, Hap - py should I be

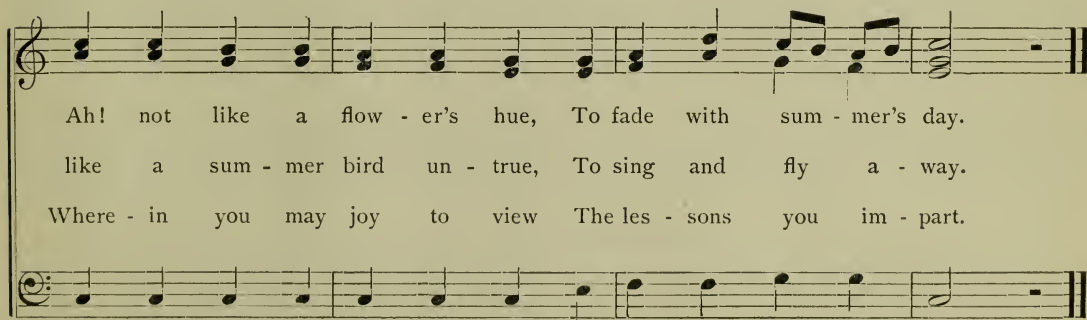


Hap - py in your shelt - 'ring bower, To cheer you all the day;
 Sweet - est song that e'er you heard, Then should smooth your brow;
 When your eyes of love did look Kind - ly up - on me; But

THE BIRD, THE BOOK, AND THE FLOWER. Concluded.



Then for you and on - ly you, I would bloom so gay;
Mer - ry would I sing to you, All the sum - mer's day; Not
best of all, I'll be for you A du - teous lov - ing heart,



Ah! not like a flow - er's hue, To fade with sum - mer's day.
like a sum - mer bird un - true, To sing and fly a - way.
Where - in you may joy to view The les - sons you im - part.

THE SWEETS OF SPRING.

Merrily.

FLOWERS.
1. Hy - ho! Lit - tle flower, flour - ish and blos - som, Let thy bud in beau - ty break,

Let thy fra - grant sweetness wake. Hy - ho! Lit - tle flower, flour - ish and blos - som.

2. ZEPHYRS.

Hyho! Gentle breeze, kindly regale us!
Mild the sky that smiles above,
Earth beneath is filled with love;
Hyho! Gentle breeze, kindly regale us!

3. STREAMLETS.

Hyho! Meadow streams, welcome your flowing!
Hie along, 'midst hills and dells,
Bright your silvery rippling swells;
Hyho! Meadow streams, sweet is your flowing!

4. BIRDS.

Hyho! Birds of Spring, sing forth your pleasures!
While ye pass on nimble wing,
Let your gladdening music ring:
Hyho! Birds of Spring, sing forth your pleasures!

5. MAN.

Hyho! Heart of man, join the rejoicing!
Wilt thou let thyself be sad,
When all else around is glad?
Hyho! Heart of man, join the rejoicing!

MARCH AWAY.

1. March a - way, March a - way, To the playground lead the way; All our les - sons
2. Off we go, Off we go, All our looks our pleas - ure show; Round and round the

now are past, Left foot first and not too fast. Oh! 'tis nice, each sunny day, Thus to enjoy our
pole we swing, Or we form the laughing ring. Join - ing in the active race, Swift we run from

selves in play; We'll no an - gry looks be - tray, But mer - ri - ly, mer - ri - ly march a - way.
place to place; 'Tis the time for sport and play, So mer - ri - ly, mer - ri - ly march a - way.

CHATTER BOX.

1. Some folks, do what - e'er you will, They won't let their tongues lie still,
 2. But though friends you live a - mong, Do not tire them with your tongue,
 3. When ad - vice you give or take, Think be - fore you si - lence break,

Girls. *Boys.* *Girls.* *Boys.*

Click, clack, click, clack, click, clack, click, clack, Thus they still keep on.
 Click, clack, click, clack, click, clack, click, clack, Soon they'll wish you gone.
 Once, twice, once, twice, once, twice, once, twice, Think and then you'll speak.

Girls. *Boys.* *Girls.* *Boys.*

Ding, dong, ding, dong, ding, dong, ding, dong, Both night and morn - ing.
 Ding, dong, ding, dong, ding, dong, ding, dong, Then take this warn - ing.
 Twice, thrice, twice, thrice, twice, thrice, twice, thrice, Is thrice the bet - ter?

THE JOLLY MILLER.

OLD ENGLISH.

The first system of musical notation is in 4/4 time. The treble clef staff contains a melody with a mix of eighth and quarter notes, including a half note with a fermata. The bass clef staff provides a simple harmonic accompaniment. The lyrics are written below the treble staff.

I { There was a jol - ly mil - ler, Lived by the riv - er Dee; }
 { He tuned his pipe from morn till night, No lark more bright than he: }
 D. C. "I care for no - body, no, not I, For no - body cares for me."

The second system of musical notation continues the melody and accompaniment. It ends with a double bar line and a 'D. C.' (Da Capo) instruction. The lyrics continue below the treble staff.

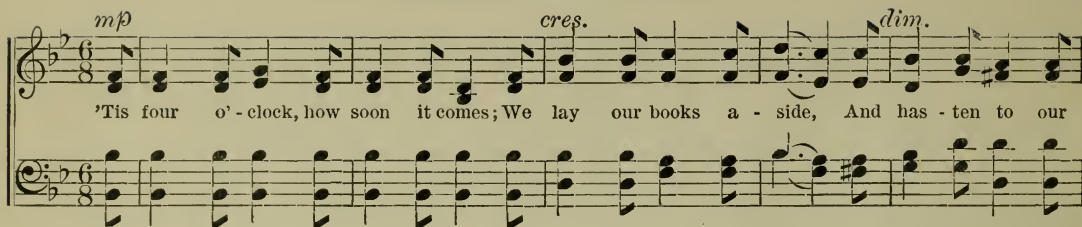
And this the bur - den of his song, And al - ways used to be:

2 A noble lord, who lived hard by,
 Sent for this miller one day,
 And asking various questions,
 Among the rest did say:
 "How comes it, miller, that every day
 You are so full of glee?"
 Quoth Ralph, "I care for nobody, no,
 For nobody cares for me."

3 "The reason of your happiness
 I should be glad to know."
 Quoth Ralph, "I'll tell your lordship
 Before that I do go:
 I pay my rent at quarterday,
 My wife and I agree;
 I care for nobody, no, not I,
 For nobody cares for me."

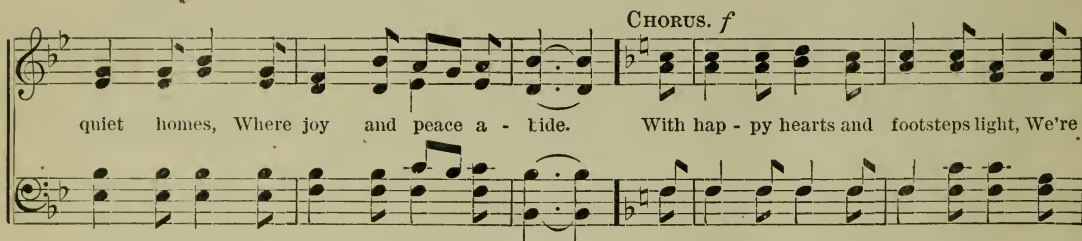
'TIS FOUR O'CLOCK.

mp *cres.* *dim.*

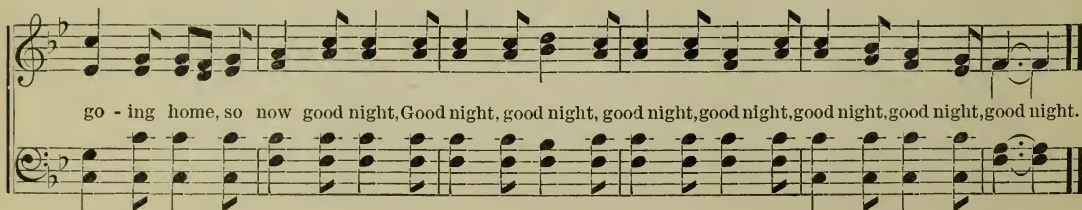


'Tis four o'clock, how soon it comes; We lay our books a-side, And hasten to our

CHORUS. *f*



quiet homes, Where joy and peace abide. With happy hearts and footsteps light, We're



go-ing home, so now good night, Good night, good night, good night, good night, good night, good night, good night.

MERRILY, OH!

A TEMPERANCE SONG.

I { Mer-ri-ly ev - ery bosom boundeth, Mer-ri-ly, oh! mer-ri-ly, oh!
 { Where the song of temperance soundeth, Mer-ri-ly, oh! mer-ri-ly, [OMIT....] oh!
 D. C. Ev - 'ry joy the home sur-round-eth, Mer-ri-ly, oh! mer-ri-ly, [OMIT....] oh!

There the parents' smile hath more of brightness; There the youthful heart hath more of lightness; *D. C.*

NOTE.—In the second verse, the minor may be introduced with good effect (where there is an instrument to guide) by substituting E flat for E, throughout.

2 Wearily every bosom pineth,
 Wearily, oh! wearily, oh!
 Where so dire, intemperance twineth,
 Wearily, oh! wearily, oh!
 There the parent's smile doth yield to sadness,
 There the youthful heart hath nought of gladness.
 Every flower of life declineth,
 Wearily, oh! wearily, oh!

3 Cheerily, then, awake the chorus.
 Cheerily, oh! cheerily, oh!
 Abstinence will to peace restore us,
 Cheerily, oh! cheerily, oh!
 Then the parents' smile will beam the clearest;
 Then the parents' hope will be the dearest;
 Every joy be then before us,
 Cheerily, oh! cheerily, oh!

I LOVE OUR PLEASANT SCHOOL.

[DIALOGUE SONG.]

Solo, or a few voices.

1st chorus.

2d chorus.

Solo.

All.

1. { I love our pleasant school, So do I, So do I; I love our pleasant school, So do I. }
 { I'll heed its every rule, So will I, So will I; I'll heed its ev-'ry rule, So will I. }

Our lessons we'll learn well, and nev - er tell, When standing up to read or spell;

But in a line so straight and fine, We will gather knowledge from the mine.

I LOVE OUR PLEASANT SCHOOL. Concluded.

Full Chorus.

Firm.

Then mer - ry, mer - ry, merry may we be, Singing our lays on these happy, happy days.

Yes, hap - py, hap - py, hap - py should we be, On these our hap - py school days.

2. I love my books so dear, so do I, so do I ;
 I love my books so dear, so do I.
 I'll study all the year, so will I, so will I ;
 I'll study all the year, so will I.
 If in school I don't play, but learn each day,
 I'll be wise and good when I'm gray.
 So we'll work and sing, like birds on the wing,
 Crown'd shall we be by the sheaves we bring.

Then merry, merry, merry may we be, Singing our lays on these happy, happy days.
 Yes, happy, happy, happy should we be, On these our happy school days.

These responses should be given promptly by the two choruses or divisions of the school, as—first, boys ; second, girls.

KATY DID, KATY DIDN'T.

First time, 1st semi-chorus ; second time, 2d semi-chorus.

With gentleness and delicacy of expression.

1. Tell me, pretty lit-tle El-fin, in your cor-sage green, Have you seen my Ka-ty pass this green, Tell me

1st semi-chorus.

way since yes-ter e'en? Did she have a stranger with her, whisp'ring words of love?

2d semi-chorus.

1st sem. a little faster, and with more spirit and emphasis.

Did she sigh, and did she answer murm'ring words of love? love? Yes, she did, Ka-ty did.

KATY DID, KATY DIDN'T. Concluded.

2d sem. 1st sem. 2d sem. Full chorus.

Katy didn't! Katy didn't! Katy did! Katy didn't! Katy did—she did!

2. Hush, ye streamlets, cease your music, winding through the vale;
Still, my heart, your fearful throbbings startle hill and dale.
I would ask you, pretty Elfin, thou in emerald vest,
Did she lay her tresses kindly on the stranger's breast?
Yes, she did, etc.
3. O! thou cruel little Elf, is what you tell me true?
Did she say, with curling lip, that me she never knew?
Did she promise, 'neath the bower, him her treacherous heart?
Did she vow by Luna's beam they ne'er again should part?
Yes, she did, etc.
4. Sing ye warblers, sing ye woodlands, sing ye listless breeze;
Zephyrs, bearing on your bosom balm from distant seas,
Gather round a heart that's broken, still, oh! still for aye,
Sing of Katy's faithful love, that ever-sorrowing cry.
Yes, she did, etc.

This piece may be sung with very pleasing effect by having full chorus on the first two lines, one or more soprano and one or more alto voices on the third and fourth lines, repeating the last line. Girls sing "Katy did," boys sing "Katy didn't."

HUNTING THE HARE.

WELSH.

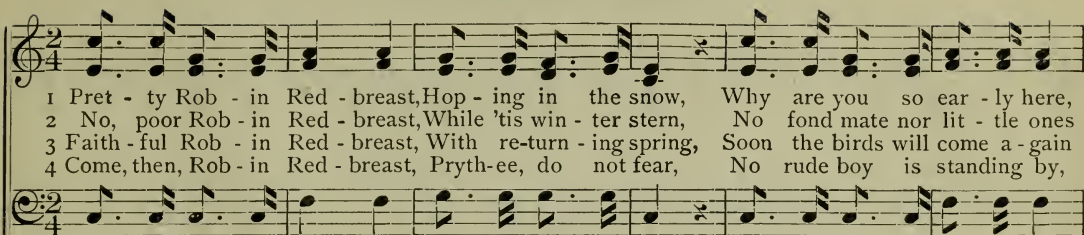
Fine.

1 { O - ver hill and plain they're bounding, Thro' the air they seem to fly: }
 { Hark! the mer - ry horn is sound-ing, List! the hunter's jo - vial cry. }
 D. C. Oh, what joy the hounds to fol - low, There's no pleasure like the chase.

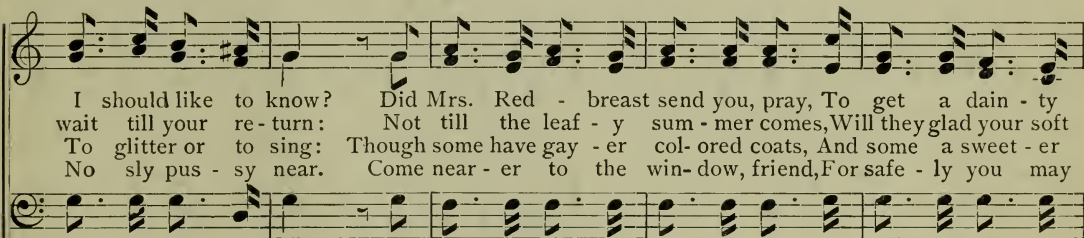
rall. D. C.
 Now thro' din - gle, dell, and hol - low, Dart they on at fear-less pace,

- 2 When the days glad sport is over,
 Seated in the baron's hall,
 Round the festive board discover
 Gallant hunters, one and all—
 Laughing, loudly joking, singing,
 As the time goes round apace,
 While the ancient roof is ringing
 With the glories of the chase.

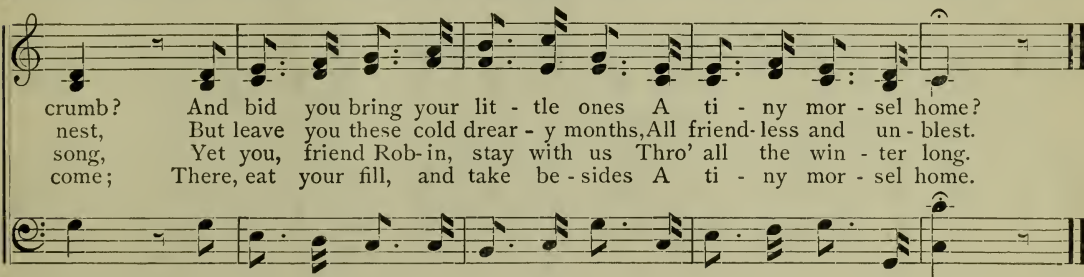
ROBIN REDBREAST.



1 Pret - ty Rob - in Red - breast, Hop - ing in the snow, Why are you so ear - ly here,
 2 No, poor Rob - in Red - breast, While 'tis win - ter stern, No fond mate nor lit - tle ones
 3 Faith - ful Rob - in Red - breast, With re - turn - ing spring, Soon the birds will come a - gain
 4 Come, then, Rob - in Red - breast, Pryth-ee, do not fear, No rude boy is standing by,



I should like to know? Did Mrs. Red - breast send you, pray, To get a dain - ty
 wait till your re - turn: Not till the leaf - y sum - mer comes, Will they glad your soft
 To glitter or to sing: Though some have gay - er col - ored coats, And some a sweet - er
 No sly pus - sy near. Come near - er to the win - dow, friend, For safe - ly you may



crumb? And bid you bring your lit - tle ones A ti - ny mor - sel home?
 nest, But leave you these cold drear - y months, All friend - less and un - blest.
 song, Yet you, friend Rob - in, stay with us Thro' all the win - ter long.
 come; There, eat your fill, and take be - sides A ti - ny mor - sel home.

THE SINGER'S INVITATION.

SONG FOR RECREATION.

Allegro.

1. Come, come, come, Sil-ver lay, Measure gay, Chasing every care a - way; Voices free,
 2. Come, come, come, Not a tear, Nor a fear Ev - er mars our pleasure here; Sweet the strain

Joy - ous - ly Swell in har - mo - ny Every eye is beaming bright, Every heart is
 Wakes again, Soothing every pain. Lively notes our tongues employ, All u - ni - ted

d. c. Tra, la, la, la, la, la, la, Tra, la, la, la,

leap - ing light; Hap - py throng, Quick - ly join In the mer - ry song.
 know the joy: Hearts re - bound To the sound Float - ing all a - round.

la, la, la, { Hap - py throng, Quick - ly join In the mer - ry song.
 Hearts re - bound To the sound Float - ing all a - round.

WHEN MY SHIP COMES IN.

m

1. { I stand here i - dly wait - ing For my fair - y ship to land; Glanc - ing up - on the
 Dreaming of wondrous treas - ures, That shall be my own some day; When from a dis - tant

2. { I then shall build a pal - ace, So beau - ti - ful and grand, The ver - y sun will
 The gates shall glow with splendor, The fountains rain down pearls, The birds shall sing for

3. { The days are pleas - ant to me, With the friends I dear - ly love, They might be less de -
 Yet to those who cluster round me, I sometimes gai - ly say, You shall share this fairy

mf *p* *p*

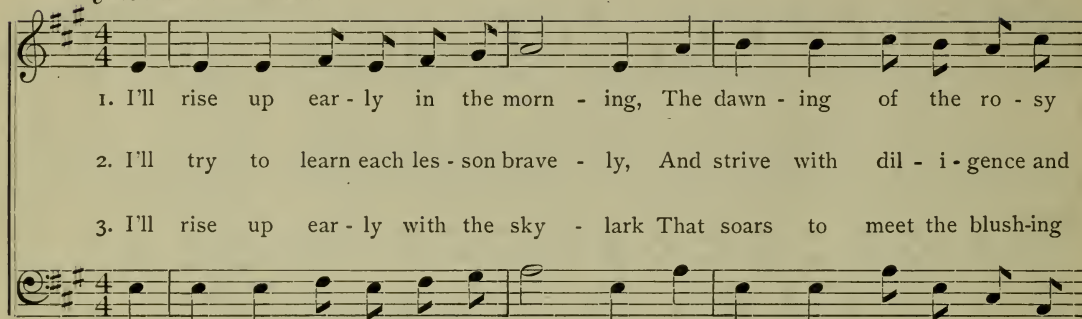
sun - shine That gilds the spark - ling sand. } For I'm wait - ing, wait - ing.
 coun - try That ship shall sail a - way; }
 won - der To see it in this land: } For I'm wait - ing, wait - ing.
 ev - er, In mer - ry, mer - ry whirls, } For I'm wait - ing, wait - ing.
 light - ful, In some en - chant - ed grove; }
 for - tune, When it comes to me some day; }

cres. *repeat in full chorus.*

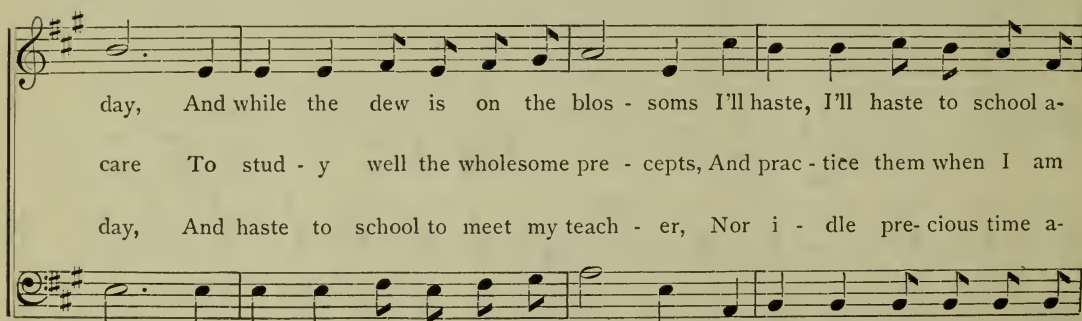
wait - ing, wait - ing, Wait - ing for my ship to come in.

I'LL RISE UP EARLY IN THE MORNING.

Quick and animated.



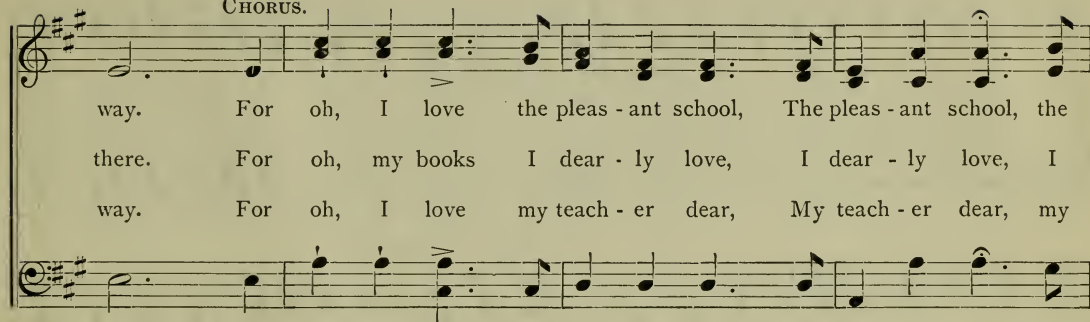
1. I'll rise up ear - ly in the morn - ing, The dawn - ing of the ro - sy
2. I'll try to learn each les - son brave - ly, And strive with dil - i - gence and
3. I'll rise up ear - ly with the sky - lark That soars to meet the blush - ing



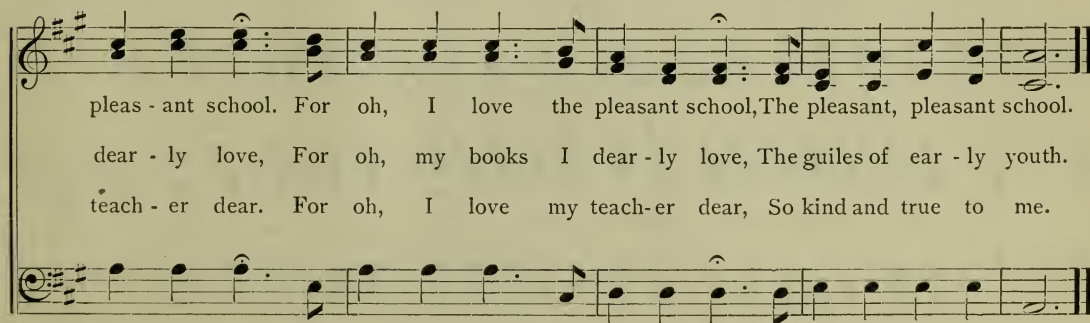
day, And while the dew is on the blos - soms I'll haste, I'll haste to school a -
care To stud - y well the wholesome pre - cepts, And prac - tice them when I am
day, And haste to school to meet my teach - er, Nor i - dle pre - cious time a -

I'LL RISE UP EARLY IN THE MORNING. Concluded.

CHORUS.



way. For oh, I love the pleas - ant school, The pleas - ant school, the
there. For oh, my books I dear - ly love, I dear - ly love, I
way. For oh, I love my teach - er dear, My teach - er dear, my



pleas - ant school. For oh, I love the pleasant school, The pleasant, pleasant school.
dear - ly love, For oh, my books I dear - ly love, The guiles of ear - ly youth.
teach - er dear. For oh, I love my teach - er dear, So kind and true to me.

WHAT THE LAMBKIN SAID.

mp *cres.*

1. In a meadow green I saw a lamb, As it play'd be - side its Ma, And I said to the lamb "What
 2. "Do you ev - er go to school?" I said, "And leave your gen - tle Ma, To learn to spell and
 3. "Do you ev - er quar - rel with your mates? Or dis - o - bey your Ma? Or ev - er have a
 4. Then across the meadow green it skipp'd, As it play'd beside its Ma; And to every question

CHORUS. *Cheerful.*

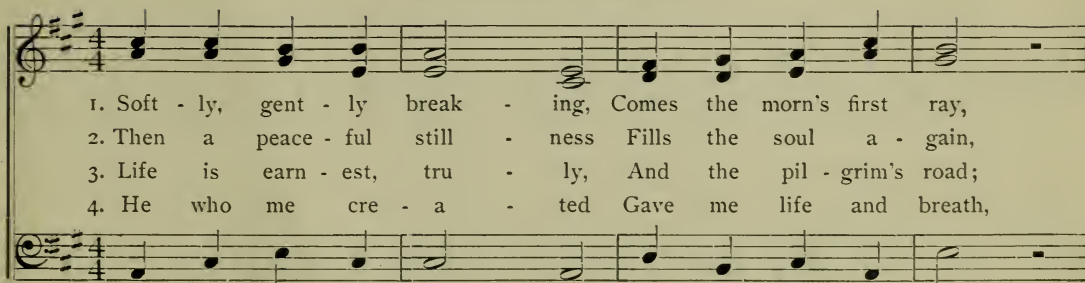
is your name?" But it on - ly answer'd "Baa."
 read and write?" But it on - ly answer'd "Baa."
 wick - ed tho't?" But it on - ly answer'd "Baa."
 I would ask, It would only answer "Baa." } Skip, skip, lambkin, skip, skip away? You have not to

cres. *dim.*

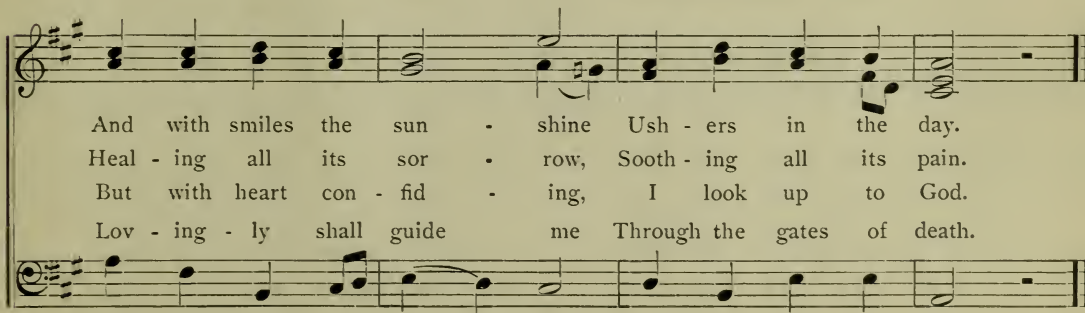
do, But to fro - lic on the lea, While the Robin in the tree Sings his sweetest song to you.

SONGS FOR OPENING SCHOOL.

MORNING SONG.



1. Soft - ly, gent - ly break - ing, Comes the morn's first ray,
2. Then a peace - ful still - ness Fills the soul a - gain,
3. Life is earn - est, tru - ly, And the pil - grim's road;
4. He who me cre - a - ted Gave me life and breath,



And with smiles the sun - shine Ush - ers in the day.
Heal - ing all its sor - row, Sooth - ing all its pain.
But with heart con - fid - ing, I look up to God.
Lov - ing - ly shall guide me Through the gates of death.

GOD IS GOOD.

1. It speaks to us in per - fum'd flower, In smil - ing fields, and dark green

The first system of musical notation is for the first line of the hymn. It consists of a treble and a bass staff, both in 4/4 time and key of D major (indicated by two sharps). The melody is primarily in the treble staff, with the bass staff providing a harmonic accompaniment. The lyrics are written below the staves.

wood; The insect fluttering for an hour:— All things proclaim that God is good.

The second system of musical notation continues the hymn. It also consists of a treble and a bass staff in 4/4 time and key of D major. The melody continues in the treble staff, and the bass staff provides accompaniment. The lyrics are written below the staves.

2 I hear it in the rushing wind;
The hills that have for ages stood,
And clouds, with gold and silver lined,
Are still repeating God is good.

3 The restless main, with haughty roar,
Calms each wild wave and billow rude,
Retreats submissive from the shore,
And swells the chorus, God is good.

GOOD MORNING.

All.

1. { Good morn - ing, dear teach - er, good morn - ing to you, We greet you a -
 { We've left our dear homes, and the loved ones all there, To meet you and
 2. { Good morn - ing, dear schoolmates, good morn - ing to all, We've come with a
 { And we will en - deav - or, what - ev - er we do, In love and o -
 3. { No word of un - kind - ness, no frown - ing to - day, Shall mar our en -
 { But striv - ing to fol - low the blest "gold - en rule," Too quick - ly will

gain with our friend - ship most true; }
 greet you in fel - low - ship here. }
 greet - ing at du - ty's glad call; }
 be - dience our tasks to pur - sue. }
 joy - ment in stud - y or play; }
 speed the bright hours of school. }

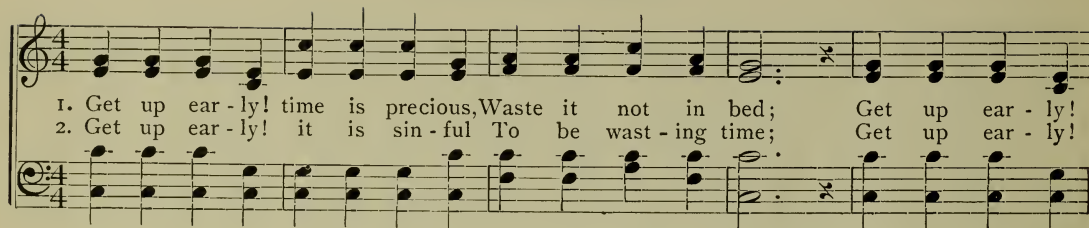
Good morn - ing, good morn - ing, good
 Good morn - ing, etc.
 Good morn - ing, etc.

2 div. *ff All.* repeat *pp**

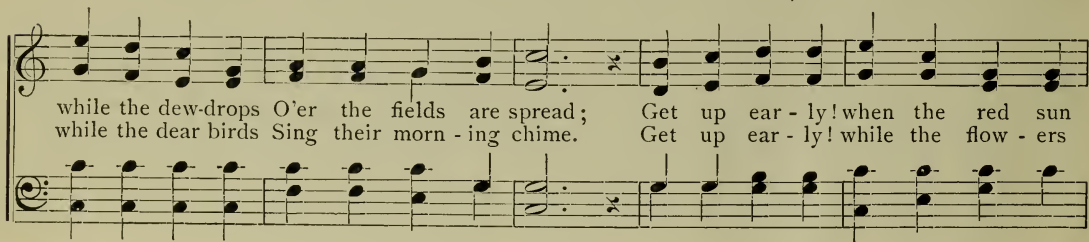
morn - ing, good morn - ing. Good morning, good morn - ing, good morn - ing to all.

*In a concert this may be sung with pleasing effect as an echo by pupils at a distance.

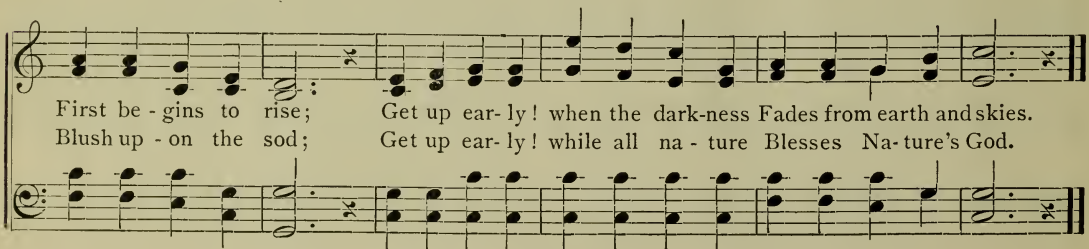
GET UP EARLY.



1. Get up ear - ly! time is precious, Waste it not in bed; Get up ear - ly!
2. Get up ear - ly! it is sin - ful To be wast - ing time; Get up ear - ly!



while the dew-drops O'er the fields are spread; Get up ear - ly! when the red sun
while the dear birds Sing their morn - ing chime. Get up ear - ly! while the flow - ers



First be - gins to rise; Get up ear - ly! when the dark-ness Fades from earth and skies.
Blush up - on the sod; Get up ear - ly! while all na - ture Blesses Na - ture's God.

THE MERRY SUNSHINE.

1. { I love the mer - ry sun - shine; It makes the heart so gay To
The wild - wood notes of du - ty, From haw - thorn bush and tree, The

2. { I love the mer - ry sun - shine; Thro' dew - y morn - ing show'r, With
It charms the soul in sad - ness, It sets the spir - it free; The

Fine.

hear the sweet birds sing - ing, On the pleas - ant sum - mer's day. }
sun - shine is all beau - ty, Oh, a mer - ry sun for me. }
ro - sy smiles ad - vanc - ing, Like sweet beau - ty from her bow'r. }
sun - shine is all glad - ness, Oh, the mer - ry sun for me. }

D. C.

Oh, the merry, merry sun, Oh, the merry, merry sun, Oh, the merry, merry sun for me.

IN THE MORNING EARLY.

Lively. *Fine.*

1. When the grass is wet with dew, In the morn - ing ear - ly,
2d time. I shall call and wak - en you, On May morn - ing ear - ly.

D. C.

When the prim - rose opes its eye, When the lark first soars on high,

2 Beauty lurks among the dew,
 On May morning early,
 Birds await us with their lay,
 Flow'rs shed fragrance o'er our way,
 So I'll call and waken you
 On May morning early.

SONGS FOR CLOSING SCHOOL.

THE SILENT MOON.

1. The si - lent moon in sil - v'ry light On high pur - sues her way; And
2. O'er all man - kind in ev - 'ry state, Her eye in si - lence creeps; Sees
3. Sees where the ten - der flower doth stand, And where the wander - er goes; And

The first system of musical notation for 'The Silent Moon' consists of a vocal line and a piano accompaniment line. The key signature is one flat (B-flat) and the time signature is 4/4. The vocal line begins with a treble clef and contains three staves of music corresponding to the three verses. The piano accompaniment line begins with a bass clef and contains a single staff of music. Both lines end with a repeat sign.

as the guar - dian of the night, Keeps watch till break of day.
where the fee - ble lamp burns late, And where the moth - er weeps.
points us to the boun - teous hand, From which all good - ness flows.

The second system of musical notation continues the song. It features a vocal line and a piano accompaniment line. The vocal line begins with a treble clef and contains three staves of music corresponding to the three verses. The piano accompaniment line begins with a bass clef and contains a single staff of music. Both lines end with a repeat sign.

DARLING, GO TO REST.

1. Even - ing shades are fall - ing; Time to go to rest; Stars are soft - ly
 2. Time to go to bed, love; Lay thee down to sleep: Wear - y lit - tle

call - ing Dar - ling to her rest. Sweet the sleep be - fore thee
head, love, God will safe - ly keep. Now the lit - tle kiss, love,

Till morn - ing light; God in heav'n watch o'er thee, My love, good night.
Arms clasp so tight; Pleas - ant dreams of bliss, love; My love, good night

EVENING SONG.

Smoothly.

1. Come, soft and love - ly eve - ning, Spread o'er the grass - y fields; We
2. See, where the clouds are weav - ing A rich and gold - en chain; See

love the peace - ful feel - ing Thy si - lent com - ing yields.
how the dark - ened shad - ow Ex - tends a - long the plain.

3 All nature now is silent,
Except the passing breeze
And birds, their night song warbling,
Among the dewy trees.

4 Sweet evening, thou art with us,
So tranquil, mild, and still;
Thou dost our thankful bosoms
With humble praises fill.

THE DAY IS PAST.

1. The day is past and o - ver, I lay me down to sleep;
 2. I thank the boun-teous giv - er, For all His gifts to - day,

May an - gels round me hov - er, And from all dan - gers keep.
 And pray that I may ev - er His care with love re - pay.

3 I pray Him to forgive me
 For ev'ry sin this day,
 And always strength to give me
 His statutes to obey.

4 I pray Him to awake me
 At early morning gleam,
 And when I die to take me
 To dwell in Heaven with Him.

EVENING'S GOLDEN SUNLIGHT.

Andante.

1. Eve - ning's gold - en sun - light Oft I've watch'd thy glow,
 2. Oft my so - ber fan - cy On that glow has dwelt,

As be - hind yon hill top Thou hast sunk so low.
 And my heart a sad - ness At the sight has felt.

3 Felt as though another
 Brighter, better light,
 Lent a chast'ning vision
 On my inward sight.

4 From the same Creator,
 Each can trace his birth;
 Thee he dressed in glory,
 Me he formed from earth.

THE MELLOW EVE IS GLIDING.

p Allegretto.

1. The mel-low eve is glid-ing, Se-rene-ly down the west, So
2. The wood-land hum is ring-ing The day-light's gen-tle close; May

ev-'ry care sub-sid-ing, My soul would sink to rest, My soul would sink to rest.
an-gels round me sing-ing, Thus hymn my last re-pose. Thus hymn my last re-pose.

3 The evening star has lighted
Her crystal lamp on high;
So, when in death benighted,
May hope illumie the sky.

4 In golden splendor dawning
The morrow's light shall break,
Oh, on the last bright morning,
May I in glory wake.

AN EVENING SONG.

1. Come soft and love - ly eve - ning Spread o'er the gras - sy fields, We
 2. Come calm and gen - tle eve - ning, The birds have sought their rest, The
 3. Come sweet and cloud - less eve - ning, The wea - ried travel - er's cry, The

love the peace - ful feel - ing Thy si - lent com - ing yields, Thy si - lent com - ing
 sun's bright rays are less - 'ning On yon - der mountain's crest. On yon - der mountain's
 dew the earth is chris - t'ning, The moon gleams in the sky. The moon gleams in the

INTERLUDE.

yields.
 crest.
 sky.

EVENING BELLS.

Girls only.

I. Hark! I hear the sweet bells ring - ing, Ring - ing on the eve - ning air;

The first system of music for girls only. It consists of a treble and bass staff in G major (one sharp) and 2/4 time. The melody is in the treble staff, and the accompaniment is in the bass staff. The lyrics are: "I. Hark! I hear the sweet bells ring - ing, Ring - ing on the eve - ning air;"

Sweet - est thoughts to mem - ory bring - ing, Ev - er joy - ous, fresh, and fair.

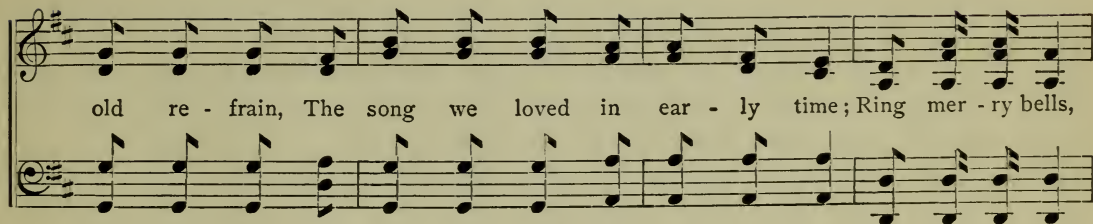
The second system of music for girls only. It continues the melody and accompaniment from the first system. The lyrics are: "Sweet - est thoughts to mem - ory bring - ing, Ev - er joy - ous, fresh, and fair."

CHORUS. *Boys and Girls.*

Ding, dong, ding dong, ding dong, mer - ry bells, Sing the strain, the

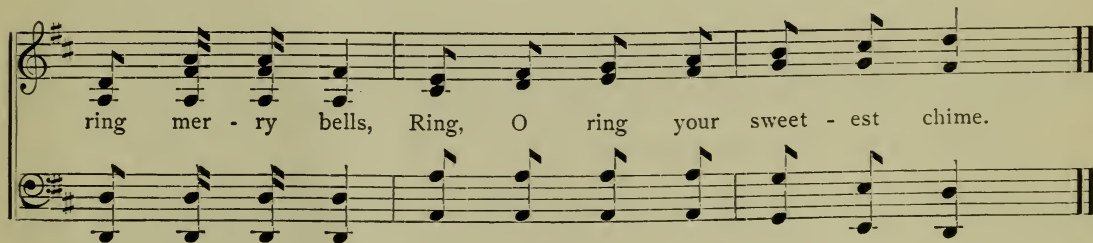
The chorus of the song, for boys and girls. It consists of a treble and bass staff in G major and 2/4 time. The melody is in the treble staff, and the accompaniment is in the bass staff. The lyrics are: "Ding, dong, ding dong, ding dong, mer - ry bells, Sing the strain, the"

EVENING BELLS. Concluded.



old re - frain, The song we loved in ear - ly time; Ring mer - ry bells,

The first system of musical notation for 'Evening Bells'. It consists of a treble and a bass staff. The treble staff has a key signature of one sharp (F#) and a common time signature (C). The melody is written in eighth and sixteenth notes. The bass staff provides a harmonic accompaniment with chords and single notes. The lyrics are written below the treble staff.



ring mer - ry bells, Ring, O ring your sweet - est chime.

The second system of musical notation. It continues the melody and accompaniment from the first system. The treble staff ends with a double bar line. The bass staff continues with a few more notes before also ending with a double bar line. The lyrics are written below the treble staff.

2 Ring ye bells your sweetest measure,
How I love your tones to hear;
And my heart is full of pleasure
As they fall upon my ear.

Ding dong, etc.

A SONG AT EVENING.

Andante.

1. And now an - oth - er day is gone, I'll sing my Mak - er's praise; My

com - forts ev - 'ry hour make known His prov - i - dence and grace.

2 I lay my body down to sleep
 Let angels guard my head;
 And through the hours of darkness keep,
 Their watch around my bed.

3 With cheerful heart I close my eyes,
 Since thou wilt not remove;
 And in the morning let me rise
 Rejoicing in thy love.

SONG AT CLOSE.

Smoothly.

1. When grief or care the heart op - press, Or clouds o'er - hang our way, How

The first system of musical notation for the song. It consists of a treble and a bass staff, both in 4/4 time. The melody is written in the treble staff, and the accompaniment is in the bass staff. The lyrics are written below the treble staff.

sweet the peace that soft - ly falls, In song at close of day.

The second system of musical notation for the song. It continues the melody and accompaniment from the first system. The lyrics are written below the treble staff.

2 Then lofty dreams of surer bliss,
 Across our fancy stray,
 And holy thoughts like incense rise
 With song at close of day.

3 O softly, sweetly let us sing
 The chorus grave or gay,
 Still strong, still dear the magic spell
 Of song at close of day.

SLEEP, BABY SLEEP.

AN AMERICAN CRADLE SONG.

The musical score is written for voice and piano. It consists of two systems of staves. The first system has a vocal line in treble clef and a piano accompaniment in bass clef. The vocal line begins with a whole note chord (F4, A4, C5) and continues with a series of chords and single notes. The piano accompaniment consists of a simple bass line. The second system continues the melody and accompaniment, ending with a double bar line. The lyrics are written below the vocal line.

Sleep, ba - by, sleep, Our cot - tage vale is deep: The lit - tle lamb is
on the green With snow - y fleece so soft and clean. Sleep, ba - by, sleep.

2 Sleep, baby, sleep,
Near where the woodbines creep,
Be always like the lamb so mild,
A sweet, and kind, and gentle child.
Sleep, baby sleep.

3 Sleep, baby sleep,
Thy rest shall angels keep,
While on the grass the lambs shall feed,
And never suffer want nor need.
Sleep, baby sleep.

➤<THE END.>➤





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